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Instruction Manual for Braille Transcribing

Fourth Edition, 2000

Constance Risjord
Literary Braille Transcriber

John Wilkinson
Literary Braille Advisor

Mary Lou Stark
Head, Braille Development Section

***National Library Service
for the Blind and
Physically Handicapped***

The Library of Congress



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Preface to 2000 Edition

The Library of Congress has been training braille transcribers since 1918. The early instruction manuals were written by the Red Cross. The first instruction manual published by the Library of Congress in 1950 was titled *A Manual of Standard English Braille* and was “compiled for the dual purpose of serving as a book of instruction for all students of Braille, and to establish uniform standards for both transcribers and embossers of Braille in the production of books for libraries and schools for the blind.” The *Manual* combined instructional materials with a copy of the official rules (the code) in an appendix. With the 1962 version the name was changed to *Instruction Manual for Braille Transcribing*, and the code was no longer included in the book. Rather, beginning with the 1962 edition, students were referred to the most recent version of *English Braille, American Edition* for all of the rules of braille that had been officially approved.

Revisions have been triggered by changes in the code, changes in the certification requirements, and comments from students and teachers. This edition reflects more of the same: new rules, modifications to the course, and an enhanced awareness of the principles of adult education.

The original plan was to slightly modify the 1984 edition of the manual to reflect code changes adopted in 1987 and 1991. Therefore, the basic organization of the material remains the same and many of the previous examples, drills, and exercises appear in this edition. During the development of the text, the need for other changes emerged. Consequently, explanations have been expanded and many more simulated braille examples added. Drills and exercises have been updated and new ones added. Some lessons have been modified to make it easier for local instructors to teach the material in two sessions while enabling correspondence students to continue sending in exercise materials all at once.

Many people contributed to the success of this revision. Constance Risjord, former member of the Braille Authority of North America (BANA) literary technical committee and past-chair of the National Braille Association (NBA) literary technical committee; John Wilkinson, NLS literary braille advisor, member of the BANA literary technical committee and advisor to the NBA and California Transcribers and Educators of the Visually Handicapped (CTEVH) literary technical committees; and I spent many hours reviewing the 1984 manual and other materials that were being used with students, as well as comments that had been received over the years from students and local instructors. Mrs. Risjord drafted revisions that generated additional hours of discussion and additional revisions. Peer reviewers from several settings shared their comments. Experts in braille format reviewed the sections that rely on *Braille Formats: Print to Braille Transcription* for accuracy. Computer experts helped in creating the graphics, fitting in examples, and setting up search routines to verify that all concepts taught were tested in the drills and/or exercises. Editors fine-tuned the grammar and the format.

Sincere thanks are expressed to each of the many people who contributed to the *Instruction Manual for Braille Transcribing*. While some people truly defy categorization,

contributors are listed according to the primary expertise we utilized in conjunction with this project:

Transcribers and peer reviewers (including members of the BANA literary technical committee): Jane Backus, Stephen Bishop, Darleen Bogart, Phyllis Campana, Susan Christensen (formats), Jill Cooter, Mary Ann Damm, Dolores Ferrara-Godzieba, Nancy Field, Jeanne Horsey, Ann Kelt, Alice McGary, Julia Moyer, Martha Pamperin, Sandra Rowley, Norma Schechter, Elizabeth Schriefer, Barbara Sheperdigian (formats), Joe Sullivan, Joyce Van Tuyl, Joanna Venneri, Meg Wagner, Lindy Walton, Joan Yehl, Billie Anna Zieke

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The technical committees of the Braille Authority of North America are currently working to reconcile differences between *English Braille, American Edition, 1994*, the literary code book, and *Braille Formats: Principles of Print to Braille Transcription*, the primary source of format guidelines. As these differences are resolved and additional changes are made in the code, it will become necessary to make revisions to the instruction manual. As we move into the 21st century, one thing remains constant: just as English is a living language, braille is a living medium that will continue to change.

Mary Lou Stark
Head, Braille Development Section
National Library Service for the Blind and
Physically Handicapped
April 2000

General Course Instructions

Purpose and Scope

This manual is designed for use in the correspondence course in English braille transcribing conducted by the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), and for use by instructors of braille classes. The course is intended to familiarize the student with the braille system, with braille contractions and their usage, and with the rules of braille transcribing. Rules are set forth by the Braille Authority of North America (BANA) and published in *English Braille American Edition (EBAE)*. *EBAE* became the authorized braille code for use in the United States as of January 1, 1959, and it contains all the rules of braille for general literature.

A source citation appears in brackets following each main heading in this manual. This citation refers to the rule and section of the latest edition of the official code, *English Braille American Edition 1994*, or to *Braille Formats: Principles of Print to Braille Transcription (BF)*, upon which the information in the following material is based. *See* and *see also* references refer to sections within this book.

Great care has been taken to ensure that none of the sentences in the drills and exercises in this manual contain words that require the use of contractions not yet studied. While greatly restricting the choice of words and types of sentences in the earlier lessons, this practice helps prevent the student from acquiring the habit of brailleing words incorrectly.

Throughout this manual examples are presented in simulated braille (dots reproduced in print). The student is directed to study them carefully. They show how the rules work in practice and also peculiar situations where a rule is inapplicable. When simulated braille is not used in examples, contractions are shown enclosed within parentheses.

Appendixes at the back of this manual contain materials useful as references throughout the course. Appendix A gives the correct print for the simulated braille reading exercises that appear at the end of the first eleven lessons. Appendix B is an alphabetical index of braille signs showing two ways in which braille configurations may appear: (1) when produced on a braillewriter or embosser where the dots are impressed from the under side of the page and appear as they will be read, and (2) when produced on a slate and stylus where the slate user creates the dots "in reverse" by pushing down on the paper with a stylus, working from right to left and then turning the paper over to read. Appendix C is a list of typical and problem words that shows print words broken into syllables, and the same words in simulated braille using the correct contractions.

Most of the problems that are likely to be found in the transcription of general literature are presented and discussed in this manual, and upon successful completion of the course, the student should be competent to deal with these problems. However, no attempt is made here to train the student in the transcription of specialized materials. Therefore, before attempting to braille a textbook of any kind, the transcriber must be thoroughly familiar with the rules provided in the latest revision of the *Braille Formats: Principles of Print to Braille Transcription*. If called upon to braille technical material on mathematics or science, the transcriber first must study the latest revision of *The Nemeth Braille Code for Mathematics and Science Notation*. The transcription of music must be in accordance with provisions set forth in the most recent edition of the *Braille Music Code*. Materials requiring the translation of computer symbols and notations are done

according to the rules in the *Computer Braille Code*. These publications may be purchased from the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206.

As the language grows and changes, so too must the rules that govern the production of braille. BANA meets regularly to review the rules and make periodic changes. When rule changes are approved, they will be incorporated into this instruction manual by means of replacement pages. Students taking the course by correspondence will automatically receive up-to-date material. Teachers of braille transcription classes should contact NLS to get copies of replacement pages for their students.

All persons using this manual are invited to submit comments, criticisms, or suggestions regarding it to the Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542. These will be studied carefully and given serious consideration in the preparation of any revision.

How to Enroll

Contact the Braille Development Section, NLS, (1-800-424-8567) to obtain an information packet explaining the braille transcription course and an application form.

Equipment

The following equipment and supplies will be required for use by the student:

- The latest editions of *Instruction Manual for Braille Transcribing* and *Drills Reproduced in Braille*, provided free of charge from NLS to U.S. citizens and residents enrolled in the course.
- The latest edition of *English Braille American Edition*, also provided free of charge from the NLS to U.S. citizens and residents enrolled in the course.
- A collegiate edition of any reputable dictionary less than ten years old.
- Braille transcription paper measuring 11 x 11½ inches. A good source for braille paper is the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206. If paper is ordered locally, specify 90-lb. card stock with the grain running along the 11-inch dimension.
- A braille eraser, available from the American Printing House or from Howe Press, 175 North Beacon Street, Watertown, MA 02472.
- A braillewriter, a 40-cell braille slate and stylus, or a computer using a direct-input braille program. Direct-input programs require the user to braille using only six keys, much in the same manner as when using a braillewriter. Translation programs, where the user types in the material on a standard keyboard and the type is then translated into braille, are not allowed for use in this course. Exercises must be submitted in hard copy (embossed) braille. Simulated braille will not be accepted.

Braillewriter. While there are a number of braillewriters on the market, the Perkins brailier has been found to be an eminently satisfactory machine. Purchase information and instructions for its operation are available from the distributor, Howe Press, 175 N. Beacon Street, Watertown, MA 02472.

Slate and Stylus. If a braille slate and stylus are to be used, we recommend the 40-cell board slate that is available from Howe Press. This braille slate consists of two pieces, a hinged metal guide and a flat wooden board. The bottom portion of the metal guide has four rows of indented braille cells. The top portion has four rows of cutouts that fit exactly over the indented cells and serve as a template for the stylus. Two pegs on the underside of the guide fit into regularly spaced holes at the left and right sides of the wooden board.

Insert the guide into the set of holes nearest the top of the board, with the hinged side at your left. Before inserting the paper, open the metal guide as you would a book. At the top of the board there is a metal clasp with two prongs on the lower piece. Place the paper well up over the prongs, with its left edge against the hinge of the guide and the 11½-inch dimension of the paper running from left to right. To make sure that the paper is inserted straight, keep the bottom of the paper exactly parallel to the lower edge of the board. Snap the clasp shut and close the metal guide over the paper. The prongs of the clasp hold the paper in place, and the holes made by the prongs make it possible to replace the paper in exactly the same position when necessary.

The point of the stylus is used to press the paper into the indented cells, thus forming the desired dots. In doing so, hold the stylus in a vertical position, rather than at a slant, in order to ensure a clear, firm dot. Four lines of braille can be written with the guide in the first position. When these lines have been written, move the guide down into the next set of holes without removing the paper. Continue in this manner until the entire page has been completed.

Use and Preparation of Drills, Reading Practices, and Exercises

Drills and reading practice. Material in this manual is divided into twenty lessons. Lessons 1–17 each contain one or more drills, and the first eleven lessons each have a reading practice. These are designed solely to give the student practice in applying the rules covered in the preceding section. Students enrolled in the Library of Congress correspondence course should *not* submit these drills to the instructor. The braille supplement, *Drills Reproduced in Braille*, which accompanies this manual, contains correct transcriptions of all drills. In order to derive maximum benefit from them, it is imperative that the student first braille the drill and then compare the results with the corresponding drill in the supplement. The reading exercises should be written out in longhand before comparing them to the printed versions found in Appendix A. For further practice, the print version of the reading exercise can be brailled and then compared with the simulated braille in the lesson.

Exercises. The exercise at the end of each lesson is designed to test the student's ability to deal with problems presented in that lesson and also to serve as a review of previous lessons. These exercises must be submitted to the instructor for examination and correction. Students enrolled in the correspondence course must submit *each* exercise to the instructor on braille paper. Exercises submitted on thermoform paper or in simulated braille will not be accepted. Only one exercise at a time should be submitted. Those students who are taking instruction elsewhere

need submit only the trial manuscript, as described in Lesson 20, to NLS for certification by the Library of Congress.

Some of the lessons can be divided into two parts. Where this is possible, a note has been added indicating the proper breaking point. The exercise has then been arranged so that the first half of the exercise contains only items that have been studied in the first part of the lesson.

Braille page margins and line length. The Library of Congress requires that books produced under its sponsorship be transcribed on pages measuring 11½ inches wide and 11 inches long. This also applies to students of the transcription course when submitting exercises and/or the trial manuscript. Volumes with insufficient margins at the left side present serious binding problems; therefore, the Library of Congress requires a left-hand margin of *at least* one inch. The right-hand, top, and bottom margins should measure at least one-half inch. *These measurements allow for a page of twenty-five lines with 40 cells per line.*

In order to ensure proper margins and a clear copy of the entire braille page by thermoform duplication, the margins on a Perkins braillewriter, which has a 42-cell per line capability, should be set so that it is not possible to braille in the first cell at the left margin or in the last cell of the line.

All references to cell numbers (for example: Start in cell 1 ...) refer to the margin in effect. Therefore, when using a 40-cell line, cell 1 will be the 2nd cell on the machine. A good way to set the margins in the brailier is to insert a piece of paper into the machine; push the margin release tabs (located at the rear of the machine) open as far as possible, and, by pushing all six keys at the same time, braille a line of full cells. There should be 42 cells. This practice allows the cells to be seen or felt and the margin tabs to be set in the appropriate places.

Centering a heading. With the exception of the exercise in Lesson 1, the first line of every page of an exercise should carry a fully capitalized centered heading, called a "running head." To center a heading, first count the number of cells that the heading will occupy. Subtract that number from 40 (the number of cells on a line). Divide your answer in half and that will tell you how many blank cells should precede and follow the heading. When a heading occupies an uneven number of cells so that it cannot be perfectly centered, move the heading off center by one cell to the left. When counting the number of cells needed for a centered heading, remember to include in your count contractions, spaces, punctuation signs, and composition signs. Also remember that contractions take fewer cells than the letters they replace.

A blank line should follow the centered heading only on the first page of each exercise. All other pages should have the running head on the first line and the exercise continuing on the second line.

Page numbering. Beginning with the exercise in Lesson 3, consecutive braille page numbers should be shown at the right margin on the first line of each page (on the same line as the heading).

Erasures. Erasures should be resorted to only rarely, and then they should be made with the greatest care. In order to execute a neat erasure, place the paper on a smooth, hard surface such as a piece of glass or a mirror. Place the tip of the eraser on the dot to be erased and gently but firmly press straight down. Then move the eraser in a circular motion until the dot has been

completely leveled. Do not scrub the paper. Be certain that no adjacent dots have been lowered and, if so, reinforce them with the point of the stylus or with the braillewriter.

Because even good erasures are often detectable and confusing to the braille reader, *an erasure should not be made if it would result in a blank cell. Do not erase more than one dot in a cell. Do not erase at the end of a line or in a page number. If the grader can feel an erasure, it will be counted as an error.*

Proofreading. Careful proofreading is the key to becoming a successful transcriber. At first, a sighted student may encounter some difficulty in reading the braille that he or she produces. This situation can be helped by reading what has been brailled, letter-by-letter, and writing it out in longhand. This procedure will not be necessary for long. Soon the eyes will start recognizing clusters of dots as individual characters.

As an exercise is being done, proofread each sentence on the computer screen or while the paper is still in the machine. The exercise should be proofread again when it is complete. And finally, after letting the material rest for several days, the entire exercise should be proofread again. *The pages with errors should be redone so that the exercise, when presented to the instructor, is as perfect as the student can make it.* A pamphlet entitled *Ten Principles and Procedures for Effective Braille Proofreading* is available from the National Library Service.

Grading

After the instructor has examined each exercise, the student will receive a detailed report pointing out errors and making helpful comments and suggestions. Grading is up to the instructor's discretion. Depending upon the number and type of errors made, the student will be asked to resubmit sentences in which errors occurred, or the entire exercise may have to be repeated. When the instructor is satisfied that the student has mastered the material, a new assignment is made. In general, with the practice provided by the drills and the assistance of the instructor's reports, it should be possible for students to submit an acceptable exercise on the first or second attempt.

Certification

After finishing the lessons in this manual, certification as a braille transcriber is achieved by submission of a thirty-five braille-page manuscript to the Library of Congress. Details for preparing the manuscript, and information about the grading process, are located in Lesson 20.

Mailing Materials

Mailing exercises to NLS. All brailled exercises should be mailed to: Braille Development Section, National Library Service for the Blind and Physically Handicapped, The Library of Congress, Washington, DC 20542. The braille pages should never be folded or rolled. Enclose them in a padded envelope or in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille.

Mailing the trial manuscript. In preparing the trial manuscript for mailing, be sure that the pages are assembled in proper sequential order with the embossed side facing up. Then tie them securely together. A print copy of *all* of the front matter from the book chosen for the manuscript, a copy of all of the print pages that were transcribed, and the braille manuscript should be placed in a box or adequately wrapped to protect them from damage. Photocopies of the print are acceptable.

Lesson 1

The Braille Alphabet

1.1 In General

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the *braille cell* in two vertical columns of three dots each. A simple braille character is formed by one or more of these dots, and it occupies a full cell or space.

For convenience, the dots of the braille cell are referred to by number and correspond to the keys on a braillewriter.



1.2 Braillewriters, Computer Braille Programs, and Braille Slates

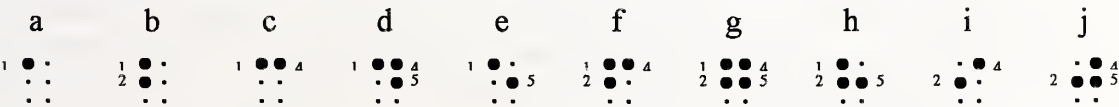
There are three methods of braille transcription—braillewriter, computer using a special braille program, and slate and stylus. The braillewriter and the computer work in much the same way in that they use six keys corresponding to the braille cell as shown above.

When a braille slate is used, the embossing appears on the underside of the paper. Therefore, the writing is done from right to left, so that when the page is turned over it can be read from left to right. For this reason dots 1, 2, and 3 are brailled at the right-hand side of the braille cell on the slate; dots 4, 5, and 6 at the left-hand side, as shown in the alphabetical index of braille signs in Appendix B.

1.3 The First Ten Letters of the Alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell, and they are the foundation of the braille system.

Memorize the following letters by their dot numbers and configurations.



Drill 1

Thoroughly familiarize yourself with the first ten letters of the alphabet by brailleing the following words. Reading across, start each line in the first cell. Leave one blank cell (space) between words. Your work on this and all subsequent drills should not be submitted to the instructor for correction. Instead, check the accuracy of your work by comparing it with the correct braille form in the accompanying supplement, *Drills Reproduced in Braille*.

acid acacia badge beige babe cake cage
deface dice ebb egg fad fief gag gage
hag hajji hide hie id if idea jag jade

1.4 The Second Ten Letters of the Alphabet

The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, *k* is formed by adding dot 3 to *a*, *l* by adding dot 3 to *b*, and so on.

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠖	⠗	⠈	⠊	⠚
k	l	m	n	o	p	q	r	s	t
⠅	⠇	⠍	⠎	⠕	⠏	⠑	⠗	⠎	⠞

Drill 2

Practice the letters learned by brailleing the words in the following drill.

kick kneel lair llama manor melon mammal
noise notice orange orphan popcorn pope
possessor qoph rapport rascal sassafras
tattletale tragic trio tort ticket tide

1.5 The Last Six Letters of the Alphabet

The letters *u*, *v*, *x*, *y*, and *z* are formed by adding dots 3 and 6 to the first five letters. Thus, *u* is formed by adding dots 3 and 6 to *a*, and so on. The letter *w*, dots 2-4-5-6, does not fit into this pattern because Louis Braille devised the braille system in France in the mid-19th century, and the French alphabet did not then contain the letter *w*.

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				

Drill 3

When you have learned the final six letters of the alphabet, braille the following words for practice.

quiz ukulele ultimatum vacillate vaguely
wigwag wield weird xylem xebec yolk yew
zebra zombie zoological zygoma ooze maze

READING PRACTICE

Read the following phrases and write them out in longhand. Do not submit this work to your instructor. Compare your work with the print version in Appendix A.

The image displays a 10x10 grid of 100 small square patterns, each containing a different arrangement of black dots. The patterns are organized into four groups of 25, with each group showing a progression of a specific dot arrangement. The groups are arranged in a 2x5 grid.

- Group 1 (Top Left):** Shows a progression of a single dot moving from the top-left corner to the bottom-right corner.
- Group 2 (Top Right):** Shows a progression of a single dot moving from the top-right corner to the bottom-left corner.
- Group 3 (Bottom Left):** Shows a progression of a single dot moving from the bottom-left corner to the top-right corner.
- Group 4 (Bottom Right):** Shows a progression of a single dot moving from the bottom-right corner to the top-left corner.

The patterns are arranged in a 2x5 grid, with each group of 25 patterns showing a progression of a specific dot arrangement.

EXERCISE

Prepare the following exercise and submit it to the instructor for correction. *Read down the columns.* Starting on line 1, begin each phrase in the first cell of a new braille line. Do not skip lines; you should have 25 phrases on the first page and 23 on the second. If you are using a braillewriter, be sure that you position every page correctly by pushing down on the line-space key (farthest key to the left) one time before you start to braille. Add your name in braille at the end of the exercise or as your teacher directs. (Correspondence students: For the convenience of our braille-reading instructors and non-braille-reading clerical staff, add your name in braille and print at the end of each exercise.)

jazz tunes	olives or onions	quizzes puzzle me
he prays daily	vivid pictures	labor battalions
feigns surprise	icicles drip	unbelievably calm
a frisky poodle	dull adjectives	home sweet home
fidgety filly	bridle a pony	fireflies flit
raw recruits	wise philosophy	brass knuckles
quixotic exploits	six textbooks	mimic a madman
electric elevator	lovely velvet	angry gangs
queue up	yuletide joy	pretty rosebud
zany zebra	pretty anemone	prompt appraisal
build a wigwam	true blue	bacon smells salty
gigantic gorilla	blood circulates	nocturnal bird
attractive tie	mutual respect	extra axe
lovely lullaby	did he dig deep	big felt yurt
wry wit	a brook murmurs	
jubilant hallelujahs	weird spectacle	
gooseneck lamp	xiphoid process	

Lesson 2

Capitalization, Paragraphing, Punctuation

2.1 Capital Letters and Fully Capitalized Words [II.9]

In braille, there is no separate alphabet of capital letters. Instead, capitalization is indicated by placing the capital sign (dot 6) immediately before the letter affected. When all of the letters in a word are capitals, the double capital sign (dot 6 placed in two consecutive cells immediately before the word) is used. Examples:

New York ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ NEW YORK ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

In proper names where the letters *c* or *ac* are in lower case, a single capital sign is placed before each capitalized letter. If part of the name is fully capitalized a double capital sign is placed before the fully capitalized portion. Examples:

McManus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ MacDONALD ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The capital sign is known as a *composition sign*. Composition signs, which are peculiar to braille, are configurations that, when placed before a braille character, give it a special meaning or designate a change in print typeface. They are necessary because the dots, or bumps, that represent braille letters cannot be enlarged like print capitals or altered like print italics. You will learn four other composition signs as the course progresses.

Drill 4

Practice braille the following to familiarize yourself with the use of the capital sign. Reading down the columns, place each name on a separate line.

Anita	OKLAHOMA	Faye
MY FAIR LADY	McWilliams	DUNE BOY
Adriatic	Claude	Leon
RADIO GUIDE	MOBY DICK	MacDANIEL

2.2 Paragraphing [III.18.a]

Paragraphs in general reading material are indicated in braille by starting the first word of each new paragraph in the third space, or cell, of a new line. All following lines start at the margin. This rule applies even if the text is printed in block form (no paragraph indentions) with blank lines between the paragraphs. Never leave a blank line between paragraphs unless the print indicates a break in thought or scene by means of extra spacing. (This situation is discussed further in Lesson 19.)

Occasionally, for visual appeal, print uses one enlarged or ornate letter or all capital letters in the first few words at the beginning of a chapter or other division. In braille, this practice is ignored. Such paragraphs should be properly indented and normal capitalization used.

2.3 Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon [1.1]

The use, order, and spacing of braille punctuation should follow print practice except in specific instances to be covered later in this manual. As in print, only one space (cell) is left empty following commas and semicolons. However, unlike print which often leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

Learn the following punctuation signs:

period .	⠠⠠	(dots 2-5-6)
question mark ?	⠠⠠	(dots 2-3-6)
exclamation point !	⠠⠠	(dots 2-3-5)
comma ,	⠠	(dot 2)
semicolon ;	⠠⠠	(dots 2-3)
colon :	⠠⠠	(dots 2-5)

Drill 5

Practice braille the following sentences. Treat each sentence as a paragraph, starting in cell 3 with runover lines starting at the margin—regardless of how it appears in print.

I want six items: saw, nails, nuts, bolts, screws, tacks.

Miss Flynn, take a memo: Call Mr. Phelps at twelve noon; see Mr. Gray at six.

Is Uncle John a college graduate?

Ralph is sick; hail a cab!

My prophecy: victory!

Take my book; hold my coat! Hang up my umbrella!

Turn on a radio at once; an unusual report is on.

Quiet, Aunt Em, I am afraid! An angry man knocks at my door.

At my favorite old hotel an exquisite antique plate glass mirror hangs on an elaborate panel.

My favorite play is DAMN YANKEES.

Does Jimmy want my old bicycle?

Help! Help! I hurt my leg!

2.4 Apostrophe, Quotation Marks, Parentheses, Brackets [I.2, 3, 4]

Now learn the following additional punctuation signs:

apostrophe ' [or] '	⋮	(dot 3)
opening double quotation mark “ [or] ”	⋮	(dots 2-3-6)
closing double quotation mark ” [or] ”	⋮	(dots 3-5-6)
opening single quotation mark ‘ [or] ’	⋮⋮	(dots 6, 2-3-6)
closing single quotation mark ’ [or] ’	⋮⋮	(dots 3-5-6, 3)
opening parenthesis (	⋮	(dots 2-3-5-6)
closing parenthesis)	⋮	(dots 2-3-5-6)
opening bracket [	⋮⋮	(dots 6, 2-3-5-6)
closing bracket]	⋮⋮	(dots 2-3-5-6, 3)

- Note that, of the characters above, the braille equivalents for brackets and single quotation marks are formed by using the dots in two braille cells. These configurations are referred to as *two-cell signs*.

2.4a Single and double quotation marks. Quotation marks should be brailled as they appear in print. However, if double and single quotation marks are reversed *throughout an entire print work* (that is, the single quotes are used as the outer quotation marks and the double quotes used as the inner quotation marks), in braille these marks may be reversed in order to save space. A note explaining this reversal must be placed on a transcriber's notes page (to be studied later) at the beginning of each braille volume.

Braille should follow print when a passage consists of two or more paragraphs in quotation marks, with the opening quotation mark placed at the beginning of each paragraph and the closing one appearing only at the end of the last paragraph.

2.4b Apostrophe with capital letters. A capital sign must be placed immediately before the letter to which it applies. Therefore, if an apostrophe comes before a capital letter in print, the apostrophe is brailled before the capital sign. Example:

"'Twas a brilliant 'n' fair plan," says Dan O'Reilly.

A capital sign is not repeated following an apostrophe in a fully capitalized word.

Example:

O'NEIL'S PUB

.. .

Drill 6

Practice braille the following sentences, treating each as a paragraph. Braille the quotation marks and other punctuation in the same sequence as they appear in print.

"I love my new home; twelve nice big rooms!" he exclaims.

Jimmie (a husky boy, age twelve) ate a huge apple pie.

A girl wrote on a slate: "I love all animals, wild or tame."

'Tis true, I love rock 'n' roll.

"If Adam sees 'Hamlet,' I hope he'll take adequate notes," wrote Aunt Lucy.

All budget items [see Joe's report on fiscal policies] presuppose a rigid economy.

'Damon irritates me,' Raymond wrote Roseanne petulantly; 'he calls me "ignorant"!' (Dudley left home prematurely. He wrote: my aunt's idiosyncrasy [sic] drove me away.)

"We'll visit Alaska next July; New York is too hot," agrees Uncle Cyril.

Reports say Ulysses Grant (victor at Vicksburg) drank liquor freely.

He sang an old, old tune, SWEET ROSIE O'GRADY.

Gil says Ron O'Kelly's boss is corrupt. [See my notes.]

A neon sign says BOB'S CAFE.

2.5 Hyphen, Dash, Double Dash [I.5, 6]

The hyphen, dash, and double dash are represented in braille as follows:

hyphen	-	⠄⠄	(dots 3-6)
dash	—	⠄⠄⠄	(dots 3-6, 3-6)
double dash	——	⠄⠄⠄⠄	(dots 3-6, 3-6, 3-6, 3-6)

2.5a The hyphen. As in print, the principal uses of the hyphen are to divide words at the end of a line and to connect the components of compound words or numbers. Wherever there is room on a line for one or more syllables and a hyphen, as many syllables should be brailled on that line as space will permit. No space should be left between the last syllable on the line and the hyphen. The hyphen, with one exception (see §2.5a(3)), cannot start a new line. Examples:

talka-	⠄⠄⠄⠄⠄⠄	self-re-	⠄⠄⠄⠄⠄⠄⠄⠄
tive	⠄⠄⠄⠄	liant	⠄⠄⠄⠄⠄⠄

A single-syllable word, such as *served*, *plowed*, or *tried*, can never be divided. When dividing a multiple-syllable word between lines, division can be made only between syllables. Students of this course are expected to divide words between lines whether working on a braillewriter, computer, or slate and stylus. Although Rule I.5.a. says that a word "may" be divided between pages, the Library of Congress does not recommend it.

Most publishers and dictionaries do not separate a beginning or ending single-letter syllable from the rest of the word—and it is recommended that braille follow this example. Thus, words such as *away* and *body* should not be divided between lines. However, if a prefix or suffix is added to such words the division can be made, i.e., *give/a/way*, *bod/y/guard*. Note that this rule does not apply to contractions (one braille configuration representing two or more letters), which will be studied later.

2.5a(1) Syllabication. Correct syllabication of words is far from easy, and even dictionaries sometimes differ. Until the transcriber has learned correct word division either by memory or by educated instinct, it is advisable to consult a good dictionary. A collegiate edition of any reputable dictionary less than ten years old can be used for this purpose. Following are a few observations that may be helpful.

2.5a(1)(a) Long and short vowels. In general, when a vowel is given a long sound in pronunciation, the vowel comes at the end of the syllable; but when a vowel has a short sound, the syllable includes the following consonant. Examples:

Long Vowels:	de- grade	fa- mous	fi- ber	pro- fess	pu- nitive
Short Vowels:	def- inite	fam- ine	fil- ial	prof- it	pun- ish

There are some outstanding exceptions to this practice, as with short vowels followed by *tion*, *sion*, or *cial*, where the short vowel ends the syllable. Examples:

ambi- tion	revi- sion	spe- cial
---------------	---------------	--------------

2.5a(1)(b) Parts of speech. Some words are pronounced and divided in two different ways, depending on whether they are used as nouns, adjectives, or verbs. Therefore, it may be necessary to determine from context which part of speech is involved. Examples:

Long Sound:	pre- sent [verb]	re- cord [verb]	pro- gress [verb]	pre- cedent [adjective]
Short Sound:	pres- ent [noun]	rec- ord [noun]	prog- ress [noun]	prec- edent [noun]

Unfortunately, some dictionaries show only one entry for most of these words, and bury the alternative use(s) within the definition paragraph, so it is important to note the part of speech and the pronunciation when dividing them between lines.

2.5a(1)(c) Plurals. It should be observed that plurals of nouns are not given in the dictionary if they are formed regularly. In order to correctly divide words it is necessary to know that when a plural is formed by adding *s* or *es* to a word ending in the sound of *ch*, *sh*, *j*, *s*, *x*, or *z* the *es* becomes a separate syllable. Examples:

five- or six-lane freeway

pro-labor or -agriculture vote

mid-June or -July

A hyphen is used to join together compound words or expressions. It is also used to separate the syllables of a word. Thus, in the sentence, "*At-ten-tion!*" *shouted the six-foot soldier!* hyphens separate the syllables of the command and also join the elements of the compound word.

A dash is used to separate segments of a sentence, and sometimes to begin or end an incomplete sentence. Dashes perform all of these duties in the following example. *"I don't see what you see in—" she frowned—glanced at the door—and continued, "—him at all!"*

"Run – run," Pat implores.

A new hat sat on Ann's desk—
a pretty trifle.

When a dash is followed by punctuation and a space, it cannot start a new braille —for to do so would violate the rule mentioned above. If there is not room at the end of the braille line for the dash and the following punctuation, the last syllable of the preceding word must be carried to the next line. Example:

"Hurry, hurry—," Jo yells.

[Correct]

[Incorrect]

Two plus six equals ____.

Mr. _____, a nice guy, is a spy!

Mr. G—t is a spy!

Mr. G-----t is a spy!

2-9

Drill 7

Practice brailleing the following sentences, treating each as a paragraph.

Travis is a happy man—or is he?

Zebras graze on wild grass.

Becky has on an extremely pretty blue-gray dress.

Fans cool a big room rapidly.

Well, maybe on my next trip I'll return Amy's gold-piece.

"Isn't Heidi melodramatic?"

"Oh d--n! I left my purse," cries Peg.

AUNTIE'S ANTIQUES is on Prospect Road.

Jack's pal, Johnny M—, is a policeman too.

Maple-vanilla is my favorite flavor.

TWO-ON-AN-ISLE TALES is a picturesque book.

Van wants a new rucksack.

Tom-on-a-Spot funnies make Katy's playmates smile.

A black lace dress makes Jill look svelte.

I may take a walk or— No, I don't want my coat.

Liam walks two miles—or a mile if he feels lazy.

Philip is a five- or six-trip-a-week pilot.

I may visit my uncle on my way home.

A Mr.—— possesses secret files on spy plans.

Vicki, give me a nice apple pie.

Miss Breckette, give John my notes—notes I made a week ago.

Lectures on sculpture, poetry, jazz – classical music is taboo – give visitors broad cultural opportunities.

Dad's favorite jazz tune is BILLIE'S BLUES—SOLILOQUY is Mom's.

"Oh—" wails Emma, "I want my Aunt Vicky."

[In the interest of saving space and paper, the drill correction book, *Drills Reproduced in Braille: Supplement to Instruction Manual for Braille Transcribing*, is arranged so that when room permits, more than one drill (or portion thereof) appears on the same page. Following the directive in §2.5a, the drill book does not divide words between pages. However, if you, the student, are working on scrap paper, you may find that you have room on your page to complete a sentence that has been divided between pages in the correction book. In that event, divide words as you would normally.]

Reading Practice

Practice your braille reading skills by reading the following sentences and writing them out in longhand. Compare your work with the print version in Appendix A.

This image displays a 10x10 grid of 100 small square plots. Each plot contains a unique pattern of black dots on a white background. The patterns are highly varied, ranging from sparse, scattered dots to dense, solid-looking clusters. Some plots show regular, grid-like arrangements, while others are more chaotic or form specific shapes. The overall effect is a complex, textured visual field where the individual patterns blend together while remaining distinct.

EXERCISE

Prepare the following exercise for submission to the instructor. Treat each sentence as a paragraph; that is, starting each in cell 3 with runover lines starting in cell 1 of the next line. On the first line of each page, center the heading **LESSON TWO** in full capital letters. Refer to *General Course Instructions*, page xiv, for help in centering. A blank line should follow the heading on the first page *only*. Words should be divided at the end of a line using proper syllable division. (Correspondence students: Add your name in braille and print at the end of the exercise.)

LESSON TWO

Frank, a husky man, takes a horseback ride once or twice a week.
If all goes well, let's take an Atlantic cruise soon.
John asks: "Did I make Mom mad at me, Dad? I didn't want to."
Joe (a grumpy man) seldom smiles; Joe's wife (luckily) seems happy.
"I'm late—buses simply crawl on slick, icy roads," apologizes Paul.
He told an anecdote — grotesque, gory, yet true.
"Oh, don't play silly games," he snaps; "let's look at a video."
Is Egypt an equatorial region? [See African map.]
Let's take a swim at— Oh, no, I left my swimsuit at home.
"Practice Poe's poem 'Annabel Lee,'" Dr. Johnson told Tom's dramatics class.
My nephew, Bruce, is on a five- or six-week trip abroad.
"Tis true, Juanita," spoke Joseph sadly, "we move next week."
We meet at Mr. ——'s twice a week. We plot espionage.
"I hate geography! Maps mix me up!" Bob exclaims.
Dick (Madge's small son) visits my family approximately once a week.
If Major Morris is correct—I hope he is—Bill flies home next autumn.
I hate a mid-April or -May cold spell.
Tom B----- is a d--n idiot if he doesn't take John's old job.
"Give me a home run or give me a triple" is my motto,' says Spillville's cocky second baseman.
Franz is a born musician—plays well on a piano, an electric organ (pipe organ, too), a cello, a trumpet, a flute, cymbals or drums.
We saw OILY O'NEILL'S ESCAPADES at a local movie.
"Susan says Jane is too fat— " Oh, golly!— "Hi, Jane!"
He sells Aunt Nellie's Home-Made Pies.
Kids love OLD McDONALD.

Lesson 3

Cardinal Numbers

3.1 In General [VII.28]

There are no special braille symbols for cardinal numbers. Instead, the numbers 1 through 0 are expressed by the letters *a* through *j* preceded by the *number sign* (dots 3-4-5-6). The number sign, like the capital sign, is a special braille composition sign. Examples:

1 2 3 4 5 10 67 89

3.1a The effect of the number sign. The effect of the number sign is not terminated by intervening commas, colons, or hyphens (or fraction lines or decimal points, which will be studied later). Examples:

1,000,000	8:30	1850-57

A space or a mark of punctuation other than a comma, colon, or hyphen will terminate the effect of the number sign. Therefore, if a space or such punctuation falls in the middle of a number, the number sign must be repeated. Examples:

1 800 534-8765

We eat at 8:00—8:30 is too late.

1910?-1917 6(18)4

3.1b Dividing hyphenated and long numbers between lines. Numbers that are joined by a hyphen and appear together on one line do not require a second number sign before the second number. If, however, the hyphen joining two numbers falls at the end of the braille line, the number sign must be repeated at the beginning of the following line. Examples:

1990-96 1990-96

- **Note:** Because number-word combinations are common in print (6-pack, 7-Up), repeating the number sign in a hyphenated number that is divided between lines makes it clear to the

reader that it is a number that continues and not a word. If the number sign had not been repeated at the beginning of the next line, 1990-96 could be confused with 1990-if.

Long numbers may be divided between lines only following a comma—and when at least four digits of the number remain on the first line. Numbers without commas or of six digits or fewer should not be divided between braille lines. Because the comma and hyphen signal that the number is continuing, a second number sign is not necessary and should not be used before the continuation of a long number on the following line. Example:

7,350,500,000

3.1c The print number symbol (#) and abbreviation (No.). The number sign is a braille composition sign and as such is not the equivalent of any print symbol or abbreviation. Therefore, it cannot be used to represent the word *number*, the print number symbol (#), or the abbreviation *No*.

The number symbol (#) is represented in braille by the abbreviation *No.* followed by the braille number sign and the corresponding braille number, spaced as in print.

[VIII.31.b.(1)] Example:

catalog #9876

The word *number* or the print abbreviation *No.* should also follow print spacing. Example:

catalog No. 9876 ⠼⠨⠶⠪⠒⠢⠆⠺⠽⠦

Usually literary braille does not make a distinction between the print number symbol and the abbreviation. Situations that require such a distinction will be studied in Lesson 13.

3.1d Numbers with apostrophes. [I.4.a] When a print number is preceded by an apostrophe, the apostrophe represents a missing number, so in braille the number sign is placed before the apostrophe. Example:

'59 

In plural numbers, the apostrophe should be inserted in braille before the s even though it has been omitted in print. Examples:

1980s gay '90s

3.1e Inclusive numbers. In braille an unspaced hyphen is substituted for a dash or a hyphen when print uses such punctuation to connect continuing or inclusive numbers. Example:

1970-1980 [or] 1970-1980 [or] 1970 - 1980

It is sometimes difficult to tell the difference between a print short dash (an en dash), a regular dash (an em dash), and a hyphen. A good rule of thumb is, if the words "to" or "through" can be substituted for the punctuation used between print numbers, scores, votes, etc., then a hyphen should be used in braille. Examples:

Figure 1 consists of four 10x10 grids, each representing a different spatial distribution of points. (a) shows a regular grid of points. (b) shows points clustered in the center. (c) shows points clustered in the corners. (d) shows points clustered in the center and corners.

Rams won 14—7.

See pages 28-64.

If, however, a dash comes between numbers but its purpose is to separate independent clauses, as in *We eat at 8:00—8:30 is too late*, in braille the dash must be retained and the number sign repeated before the second number.

No space is left in braille between the hyphen and the closing parenthesis when a missing number is represented in print as a space. Example:

Susan Naidu (1966-) ⠏⠊⠑⠎⠁⠝⠀⠋⠗⠊⠍⠂⠒⠐⠶⠈⠤⠀⠨⠅⠞⠆

Drill 8

Practice brailleing the following sentences. In this, and all future drills, treat each sentence as a paragraph. Be sure to include the number and its period at the beginning of each paragraph. Leave one empty cell between the period and the beginning of the sentence.

Numbers in a printed listing are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the number sign is placed in cell 3, followed immediately by the number—regardless of the number of digits in the number.

1. Tell Tracy: 66 rods equal 1,089 feet.
2. Megan's project requires a look at 1910–14 records.
3. Miss Brooks directs briskly: "Add six 7s, Class."
4. He possesses classic automobiles—a '57 Cadillac, a '64 Dodge, a '69 Buick.
5. Eat a snack at 10:30.
6. Copy all dates on a new page: 1560-65, 1875-81, 1878?-1904, 987-1022.
7. Francis Coppola (1939–)
8. Locate catalog #58-9403 on page 95.
9. Look at page 59---60, too.
10. Dial 1 800 468-4581.
11. Sunrays promote life—93,000,000 miles away.
12. Attorney Beckal-Mayes cites law No. 19:43(2).

Reading Practice

Read the following sentences and write them out in longhand. Compare your work with the print version in Appendix A.

1. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

2. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

3. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

4. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

5. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

6. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

7. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

8. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

9. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

10. The first line of each page should have the centered heading LESSON 3 in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page only. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

EXERCISE

Prepare the following exercise for submission to the instructor. Number the sentences as you did in Drill 8. The first line of each page should have the centered heading **LESSON 3** in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page *only*. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

LESSON 3

1. Tony saw big-volume 1995-96 auto sales.
2. Cuba [see map on page 153] has a sunny climate.
3. Diaz (1450?-1500) made Portugal supreme at sea.
4. Only a few select books get a critic's approval. [See book reviews, Feb. 15 issue, "Detroit Daily News."]
5. Did Nick get on a No. 40 or a No. 42 bus?
6. Mr. Fitzpatrick collects textbooks; he has 200 on meteorology, 200 on Greek philosophy, 50 on music, 39 on sociology, 26 on botany, 43 on physiology.
7. An isosceles triangle [see page 206] is a geometric figure.
8. My TV (a '97 Magnavox) set me back 500 bucks.
9. 1998-99 academic progress at Fox Valley College surpasses all prior records.
10. Mom's catalog has a skirt I want (catalog #595).
11. My new pale-blue dress is size 18; once 16s fit me nicely.
12. "Excuse me," Hank corrects, "my total is 2,365,023 tons."
13. Pick me up at 10:00—10:00 promptly.
14. George Gordon Byron (1788 - 1824) wrote lovely poems.
15. Bridget O'Toole, at 75, is a wise woman.
16. A GLOBE-DEMOCRAT full-page ad describes a model home at 8008 Sunset Drive.
17. On May 25, 1,436 cadets graduate.
18. At 6:50 a bell tolls sadly.
19. Tony Foyt (1935 -) won 1967 La Mans race.
20. At 3:15 Paul takes hockey lessons at Brian Tovall's Ice Palace.
21. Ralph, let Dr. McPhee see prototype model No. 65(3).
22. On July 1–3, Gettysburg has a mock battle.
23. Call Morris at 608 237 8531.
24. Grampa is 70; Mom is 44; Dad is 46; Adam is 17.
25. Riley, James (poet), 1849-1916.
26. Rebels total approximately 3,500,000.
27. "Colts won 27 - 16 — hooray!"
28. Let's eat at McMurry's Express Cafe, 1743 Old Salem Way.
29. 18,000,079 plus 6,956 plus 3,721 equals _____.
30. Look at TRIBUNE (Columbia [Ohio], May 6, 1997).
31. My synagogue is at 169 Avondale Circle.

Lesson 4

One-Cell Whole-Word Contractions

Contractions for and, for, of, the, with

4.1 Contractions in General

To save space and facilitate reading, certain groups of letters appearing frequently in the English language are represented in braille by special characters known as *contractions* or *signs*. These signs may utilize one or two cells, and they may represent whole words, parts of words, or both.

Contractions that have the same or similar rules governing them are grouped together and given a name, as in the following section that discusses one-cell whole-word contractions. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

4.2 One-Cell Whole-Word Contractions (Alphabet Contractions) [XI.36]

The first type of contraction to be discussed is the one-cell whole-word sign that is represented by a single letter of the alphabet. Following is a complete list of these contractions, which should be thoroughly memorized.

b	but	h	have	p	people	v	very
c	can	j	just	q	quite	w	will
d	do	k	knowledge	r	rather	x	it
e	every	l	like	s	so	y	you
f	from	m	more	t	that	z	as
g	go	n	not	u	us		

Note that, except for *it* and *as*, all these words are represented by their initial letters. Because the letters *a*, *i*, and *o* are also single-letter words in themselves, they cannot be used as contractions for other words.

These contractions should be used to represent the words for which they stand, regardless of the part of speech involved. They are also used to represent whole proper names, such as “*Will Rogers*” and “*Thomas More*.” There is an exception to this rule: when the words *do* and *so* refer to the notes in the musical scale, the contractions *d* and *s* cannot be used.

It must be emphasized that these contractions can be used to represent *whole words only*. Thus, *c* standing alone reads *can*; but *c* cannot be used as a part word to represent *can* in *canopy* because this would be read as the word *copy*. Similarly, *x* cannot be used for *it* in *merit* and *h* cannot be used for *have* in *haven't*. The letter *s* cannot be added to

- Note: An apparent exception to this rule is the use of the contraction for *it* in *its*. This word has a special rule associated with it that will be studied in Lesson 11.

<i>c's</i>	for	<i>can's</i>	<i>t'd</i>	for	<i>that'd</i>	<i>x'd</i>	for	<i>it'd</i>	<i>y'll</i>	for	<i>you'll</i>
<i>c't</i>	for	<i>can't</i>	<i>t'll</i>	for	<i>that'll</i>	<i>x'll</i>	for	<i>it'll</i>	<i>y're</i>	for	<i>you're</i>
<i>p's</i>	for	<i>people's</i>	<i>t's</i>	for	<i>that's</i>	<i>x's</i>	for	<i>it's</i>	<i>y've</i>	for	<i>you've</i>
<i>s's</i>	for	<i>so's</i>	<i>w's</i>	for	<i>will's</i>	<i>y'd</i>	for	<i>you'd</i>			

4.2b With hyphens. When words are joined by hyphens to form hyphenated compound words, each word maintains its whole word integrity. Therefore, whole-word contractions may be used in hyphenated compound words, whether such words are brailled on one line or divided between lines.

So-fi-a! If you don't get that canopy up soon my hair-do will go limp.

O, SAY CAN YOU SEE?

Practice brailleing the following sentences.

- 4 - 2

- ### 4.3 Whole-Word Contractions for *and*, *for*, *of*, *the*, *with* [XI.36.a, 37]

and :: (dots 1-2-3-4-6) the :: (dots 2-3-4-6)
for :: (dots 1-2-3-4-5-6) with :: (dots 2-3-4-5-6)
of :: (dots 1-2-3-5-6)

4 - 3

4.5b(1) Major syllable divisions. Do not use a part-word contraction when the letters of the contraction would overlap a major syllable division. Major syllable divisions occur in just three places:

(1) Between a prefix and a base or root word. Thus, the *of* contraction is not used in *professor*, *profane* or *profile*. Note that the letters *pro* are not always prefixes—as in *profit* and *product*, for example.

(2) Between a suffix and a base or root word. There are no examples using the contractions you have learned so far to demonstrate this rule, but you will become acquainted with some in Lesson 6.

(3) Between the components of a solid compound word. Therefore, the *of* contraction cannot be used in *photoflood* or *twofold*.

All other syllable divisions are considered *minor syllable divisions*.

4.5b(2) Minor syllable divisions. Part-word contractions are used when they overlap minor, or incidental, syllable divisions, regardless of pronunciation, as in *sofa* (⠠⠎⠠⠋⠠⠋⠠⠋), *Sofia* (⠠⠎⠠⠋⠠⠋⠠⠋⠠⠋), and *scandal* (⠠⠎⠠⠋⠠⠋⠠⠋⠠⠋⠠⠋). A few exceptions to this rule will be discussed later.

4.5c Contraction preference. When a choice must be made between two possible contractions, preference is given to the contraction that saves the greater amount of space. It is for this reason that the sign for *with* is used in *withe* rather than the sign for *the*.

4.5d Word division. When dividing words at the end of a line, caution must be taken to ensure that the word is properly divided between syllables, even if this means sacrificing a contraction. Therefore, *Andrew* is divided *An-drew*, not *(And)-rew*, and *forum* is divided *fo-rum*, not *(for)-um*. (In these examples braille contractions are shown enclosed in parentheses.)

A good dictionary includes the etymology of each word, thus indicating prefixes and suffixes, which can be helpful when trying to decide whether a contraction should or should not be used in braille. The *Typical and Problem Words* list in Appendix C at the back of this book is also a helpful tool. It lists over 2,500 words showing proper syllable division and contraction usage. An even more comprehensive source is the *Braille Enthusiast's Dictionary* (compiled and edited by Alan J. Koenig and M. Cay Holbrook, SCALARS Publishing, ISBN 0-9634229-7-9).

Drill 10

Practice braille the following sentences.

1. The man that lives next door took Theodore and me for a ride on the trolley.
2. He spoke the phrase with emphasis: "The land of the free and the home of the brave!"

3. You will profit from the lecture on mathematical theory, and for once, you will see the value of it.
4. Foreign travel has a twofold purpose: It helps you relax, and it gives you an idea of the way other peoples live.
5. You can tie the bundle with the withe that's withheld from the other job.
6. My wreck of a sofa looks as if it came from Holland with the Pilgrims.
7. I will live with and provide for the forlorn old man.
8. Samuel will give the girl he is fond of a brand-new Ford.
9. Matthew gave a book review on Jack London's THE CALL OF THE WILD.
10. We'll take off for Cleveland on a plane and, for the sake of economy, we'll return on a bus.
11. The play at the Orpheum Theatre is just a run-of-the-mill melodrama.
12. Sandra forgot the sandals, the bandanna, the box of candy and the thermos bottle that I left on the sofa.
13. The professor will hold a forum on foreign policy.
14. Twanda gave me back my copy of Bunyan's "Pilgrim's Progress," with profuse apologies.
15. Patrice will play next the Andante from Haydn's "Surprise Symphony."

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

You will profit from the lecture on mathematical theory, and for once, you will see the value of it.
 Foreign travel has a twofold purpose: It helps you relax, and it gives you an idea of the way other peoples live.
 You can tie the bundle with the withe that's withheld from the other job.
 My wreck of a sofa looks as if it came from Holland with the Pilgrims.
 I will live with and provide for the forlorn old man.
 Samuel will give the girl he is fond of a brand-new Ford.
 Matthew gave a book review on Jack London's THE CALL OF THE WILD.
 We'll take off for Cleveland on a plane and, for the sake of economy, we'll return on a bus.
 The play at the Orpheum Theatre is just a run-of-the-mill melodrama.
 Sandra forgot the sandals, the bandanna, the box of candy and the thermos bottle that I left on the sofa.
 The professor will hold a forum on foreign policy.
 Twanda gave me back my copy of Bunyan's "Pilgrim's Progress," with profuse apologies.
 Patrice will play next the Andante from Haydn's "Surprise Symphony."

I will not help you with the essay, for that is not quite fair.
 Will has an adequate theoretical knowledge of the subject but can't apply that
 knowledge very well.
 I can go with you, but I'd rather not.
 We fill every vacancy as soon as we can.
 Sandy's plane took off from Dulles Airport at noon.
 Do is a note on the diatonic scale.
 Just a bit of humor helps people forget small worries.
 Let us write at once and ask for tickets for AS YOU LIKE IT.
 I'd like more leisure so that I can play more golf.
 William and Theresa will gather forget-me-nots from the woods.
 Mike Sanford tries, but it's not likely that he will make the grade.
 Do you want two cans of plums as well as the can of apricots?
 The have-nots of Turnville will profit from the mayor's new rule.
 Oh, Randy, will you give Esther that pecan? You ate all the almonds.
 Let us locate Sofia on the map of Europe.
 The husky sophomore halfback made the goal that won the game.
 Cy's language is very crude and likewise profane; and for a fact I hope he will reform.
 I'd go with you, but my d--n rheumatism keeps me home.
 Will you ask for and pay my bill at the hotel?

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 4

1. I will not help you with the essay, for that is not quite fair.
2. Will has an adequate theoretical knowledge of the subject but can't apply that knowledge very well.
3. I can go with you, but I'd rather not.
4. We fill every vacancy as soon as we can.
5. Sandy's plane took off from Dulles Airport at noon.
6. Do is a note on the diatonic scale.
7. Just a bit of humor helps people forget small worries.
8. Let us write at once and ask for tickets for AS YOU LIKE IT.
9. I'd like more leisure so that I can play more golf.
10. William and Theresa will gather forget-me-nots from the woods.
11. Mike Sanford tries, but it's not likely that he will make the grade.
12. Do you want two cans of plums as well as the can of apricots?
13. The have-nots of Turnville will profit from the mayor's new rule.
14. Oh, Randy, will you give Esther that pecan? You ate all the almonds.
15. Let us locate Sofia on the map of Europe.
16. The husky sophomore halfback made the goal that won the game.
17. Cy's language is very crude and likewise profane; and for a fact I hope he will reform.
18. I'd go with you, but my d--n rheumatism keeps me home.
19. Will you ask for and pay my bill at the hotel?

20. The woman I spoke with a week ago came back for more details.
21. Swift's THE BATTLE OF THE BOOKS is a satire.
22. Another of Swift's satires is A TALE OF A TUB.
23. As the happy-go-lucky man races onto the railroad platform, he exclaims: "I've got no more'n two seconds for adieus!"
24. "That _____ so-and-so took off with my new truck, and I'll get it back—just you wait and see!"
25. The Athenians won a moral victory at Thermopylae.
26. San Francisco, California, has a very unusual climate.
27. It'll provide me with ample funds for the trip if I withdraw that small sum from my safe deposit box.
28. The girls will travel with and baby-sit my small son on the trip.
29. The Netherlands is a land of man-made dikes and canals.
30. The nosy visitor draws: "I just met up with Aunt Ethel, and Auntie gave me all the village scandal and 'dirt'."
31. My job as a cocktail waitress will give my snooty Aunt Anne cause for scandal and suspicion.
32. Fortune is an elusive will-o'-the-wisp.
33. Hit with a rock, the pickpocket writhed with agony.
34. A force of 1,000 Yankees securely held the fort despite the very valiant assaults of the Rebels.
35. He is not quite as tall as I am, but he is more agile.
36. Mandy spoke with emphasis: "I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once."
37. I have a jigsaw puzzle for the kids, and for the adults I have a box of homemade candy.
38. For the next lesson you will practice the Andante of the Sonata.
39. The objective of the naval campaign is twofold, the blockade of all ports of the foe and the removal of the foe's fleet as an active force.
40. Grandpa spoke of the 1950s as a rather tranquil decade.
41. The plane rose 15,000 feet—a safe altitude for that region.
42. The blue- and gray-clad forces met at the crossroads.

Lesson 5

Whole-Word Contractions for child, shall, this, which, out, still
Part-Word Contractions for ch, sh, th, wh, ou, st
Ordinal Numbers

5.1 In General

Like the contractions *and, for, of, the, and with*, the contractions to be studied in this lesson represent certain letter combinations that can represent a whole word or part of a word. When standing alone they represent a whole word beginning with those letter combinations. However, when they are connected to other letters they take on their letter meaning and become part of a word. These contractions and their meanings are as follows:

<u>Contraction</u>	<u>Whole-Word Meaning</u>	<u>Part-Word Meaning</u>
⋮	child	ch
⋮	shall	sh
⋮	this	th
⋮	which	wh
⋮	out	ou
⋮	still	st

5.2 Whole-Word Contractions for *child, shall, this, which, out, still* [XI.36]

When these contractions stand alone they represent whole words. Example:

This child, which is still out, shall eat late.
⋮⋮ ⋮⋮ ⋮ ⋮⋮ ⋮ ⋮⋮ ⋮ ⋮⋮⋮ ⋮⋮⋮⋮⋮

5.2a With an apostrophe. The only instances in which these whole-word contractions may be used with the apostrophe are in the words *child's* and *still's*. Thus, the whole-word contraction for *this* is not used in *this'll* and the whole-word contraction for *which* is not used in *which'll*.

5.2b In hyphenated compound words. These whole-word contractions may be joined to other words by the hyphen to form hyphenated compound words, whether such words are written on one line or divided between lines. Examples:

still-life	out-and-	⋮⋮⋮⋮	child-of-	⋮⋮⋮⋮
⋮⋮⋮⋮⋮⋮	out lie	⋮⋮ ⋮⋮⋮⋮	the-dawn	⋮⋮⋮⋮⋮⋮

5.2c As proper names. Like other whole-word contractions, these signs are used to represent proper names, such as (*Still*), *Morris* (*and*) *Associates*.

Drill 11

Practice brailleing the following sentences.

1. Does the child want this book?
2. Shall I pick out a new hat for you?
3. Which is correct, "I shall" or "I will?"
4. This brew came from Uncle Randy's new still.
5. The breeze blew my notes every-which-way.
6. That child's hair-do is rather out-of-date.
7. "Which way out?"
8. My old roommate from Still Pond still pays me a visit every fall.
9. I keep busy with this-and-that.

5.3 Part-Word Contractions for *ch*, *sh*, *th*, *wh*, *ou*, and *st* [X.34, XII.38]

In general, these signs are used as part-word contractions whenever the letters they represent occur within a word, even if they overlap a minor syllable division (see Lesson 4, 4.5c). Thus, the sign for *ch* is used in *Chicago* and *scratch*; the sign for *sh* in *shoe* and *hush*; the sign for *th* in *thorn* and *filth*; the sign for *wh* in *what* and *whale*; the sign for *ou* in *proud*, *four*, and *coupon*; the sign for *st* in *state*, *past*, and *pistol*; the signs for *th* and *st* in *thistle*; the signs for *ou* and *ch* in *touch*; and the signs for *wh* and *st* in *whitest*.

Whenever these contractions are joined to other letters they take on their part-word meaning and lose their whole-word status. This rule applies even if a word is divided between lines and the letters of a contraction stand on a line alone. Examples:

grandchild ⠠⠠⠠⠠⠠⠠⠠⠠

grand- ⠠⠠⠠⠠⠠
child ⠠⠠⠠⠠⠠

outside ⠠⠠⠠⠠⠠⠠⠠

out- ⠠⠠⠠⠠⠠
side ⠠⠠⠠⠠⠠

5.3a Prefixes. As stated in the previous lesson, a contraction should not be used where part of the letters fall into a prefix and the rest fall into a base or root word. Thus, the sign for *sh* cannot be used in *mishap* or *mishandle*; the sign for *ou* cannot be used in *prounion*; and the sign for *st* cannot be used in *mistake* or *mistrust*.

5.3b Solid (unhyphenated) compound words. Nor are part-word contractions used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *sh* is not used in *dachshund*; the sign for *th* is not used in *porthole*; the sign for *wh* is not used in *rawhide*; and the sign for *st* is not used in *crosstrees*.

5.3c Contraction preference. As you learned in the last lesson, when you have a choice between two contractions, the one that uses the least space is usually preferred. Therefore, use the *the* contraction, not the *th* contraction, in *theory*, *mathematics*, *theology*, and the like.

5.3d Sh. When *sh* is used to mean an admonition to silence, the contraction for *sh* cannot be used because it bears its whole-word meaning *shall* when standing alone. The contraction is used if additional letters are added, as in *shh*. Example:

Tex recites, "Sh! Shhh! Out of the canyon ride the bandits!"

5.3e *St.* [XII.38.c] When in print the words *Street* or *Saint* are abbreviated *St.*, they should also be abbreviated in braille—and the contraction for *st* is used. When they are abbreviated *St* (without the period), the letters, not the contraction, are used because the contraction standing alone would be read as the word *still*. If these words are spelled out fully in print, follow copy. Example:

At South St turn left; St. Ann's Church is on West Street.

5.4 Ordinal Numbers [VII.29]

The contractions for *st* and *th* should be used when writing ordinal numbers such as *1st* and *4th*. It should be noted that in print the second and third ordinal numbers are normally formed by adding the endings *nd* and *rd* to the cardinal numbers 2 and 3, respectively. Occasionally, however, they are represented by adding only the letter *d* to the cardinal number. In such cases, the letter *n* or *r* should be inserted in braille. Thus, *2d* and *3d* should always be transcribed *2nd* and *3rd*. Example:

Does Stan live on 1st, 2d, 3d or 4th Street?

Figure 1 displays the 10 digits (0-9) used in the experiment, arranged in two rows of eight. Each digit is represented by a 4x4 grid of dots, with some dots missing to form the digit shape.

Drill 12

Practice braille the following sentences.

1. Shhh! That shrill whistle annoys me.
2. The churlish dog chases the mischievous child off the grass.
3. Uncle Jonathan still has the shoe store on 21st St.
4. He came out from St. Louis, Missouri, only two months ago.

5. The ship, which will dock at Southampton on the 22d or 23d of April, will return on the 31st.
6. What d'you expect for Christmas from Uncle Nathaniel?
7. Whether you like it or not—I won't make another mistake like this.
8. Did Mr. Whitney mishandle the school funds?
9. I shall choose another restaurant, for my family simply will not eat any hothouse tomatoes.
10. Our van can hold Mom's wheelchair.
11. Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.
12. Hey, Guys! Which'll eat this banana?

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

The ship, which will dock at Southampton on the 22d or 23d of April, will return on the 31st.

What d'you expect for Christmas from Uncle Nathaniel?

Whether you like it or not—I won't make another mistake like this.

Did Mr. Whitney mishandle the school funds?

I shall choose another restaurant, for my family simply will not eat any hothouse tomatoes.

Our van can hold Mom's wheelchair.

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

Hey, Guys! Which'll eat this banana?



EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 5

1. The child's worn-out doll is still a favorite toy.
2. Mr. McDougall lives at 4325 43rd St., Chevy Chase.
3. Christy's closet is full of sheets, washcloths, dishcloths, and other household items.
4. The story of Jonah and the whale thrills my small grandchild.
5. We shall move from St. Paul Street as soon as we can locate a satisfactory house.
6. On the 21st of this month school'll close for a couple of weeks, which'll cause nobody grief.
7. Still College is a famous school of osteopathy, and Still's curriculum is very broad.
8. Christmas celebrates the birth of the Child of Bethlehem.
9. The lively man sang tunes, told outlandish stories, and did a jig.
10. Without Kathy's help we'd have lost the game.
11. You may go outside and play while I bathe and dress.
12. The smallest mishap will cause the failure of our plan.
13. We stand at the threshold of further, more significant, space travel.
14. I hope the jockey doesn't strike the horse with that rawhide whip.
15. D'you suppose I can buy fresh fruit at the store on 22nd Street?
16. "Let's hunt up an out-of-the-way place for our still," proposes Whiskey Joe.
17. The Whitmans expect the new baby on the 29th of July.
18. This Christmas Grandpa will recite A VISIT FROM ST. NICHOLAS for Sheila.
19. Why did the Czechoslovakians mistrust the Austrians?
20. We ate a tasty lunch at a Childs Restaurant and then saw a top-notch play.
21. The boys will take the new shallop out for a two- or three-hour sail on the Wabash.
22. Both of the candidates expect an out-and-out victory.
23. This is a list of my husband's favorite authors: Hawthorne, Poe, Walt Whitman, Shelley, Johann Goethe, Balzac, Proust, Mann, John Galsworthy, Chekhov and Dostoevski.

24. Every August we escape the metropolis for a few weeks of outdoor life on the Thousand Islands.
25. Which story will you publish?
26. "If you devour all that fresh fruit you'll get a stomach ache," she told the gluttonous child.
27. It's a shame that we can't provide that destitute child a home.
28. A loud cry of anguish came from the boy: "Ouch! My tooth aches!"
29. The prounion forces will urge a strike for more safety devices.
30. I still recall the fury of the big storm of '85, which came up out of the southeast.
31. "Sh," admonishes the nurse, "the child's at last asleep."
32. My husband took our dachshund out for a walk.
33. A thistle has thorns.
34. You look quite ill; shall I call a cab?
35. The candy store has chocolates, which is exactly what I want.
36. I wish you'd stand still so I can fix this hem.
37. You're a knock-out, Beth, with that hair-do.
38. Mom says this is a list of thou-shall-not rules.
39. This'll go well with my new shirt.
40. That child is still-as-a-mouse.
41. Can you scratch my back? It itches.

Lesson 6

Part-Word Contractions for ar, ed, er, gh, ow, ble, ing

6.1 In General [XII.38]

The following contractions are part-word contractions only; they have no whole-word meanings.

<u>Contraction</u>	<u>Part-Word Meaning</u>
⠠⠠⠠	ar
⠠⠠⠠⠠	ed
⠠⠠⠠⠠	er
⠠⠠⠠⠠⠠	gh
⠠⠠⠠⠠⠠	ow
⠠⠠⠠⠠⠠⠠	ble
⠠⠠⠠⠠⠠⠠⠠	ing

Except where specific rules limit their use, these contractions are used as parts of words wherever the letters they represent occur. Thus:

the sign for *ed* is used in:

Edith (*Ed*)*i(th)*, need *ne(ed)*, edelweiss (*ed*)*ehweiss*, sedan *s(ed)an*, red *r(ed)*

the sign for *ar* is used in:

Arkansas (*Ar*)*kansas*, cheddar (*ch*)(*ed*)*d(ar)*, garbage *g(ar)bage*, bare *b(ar)e*

the sign for *er* is used in:

error (*er*)*ror*, whimper (*wh*)*imp(er)*, fern *f(er)n*, Peru *P(er)u*, sherry (*sh*)(*er*)*ry*

the sign for *gh* is used in:

ghoulish (*gh*)(*ou*)*li(sh)*, laugh *lau(gh)*, sight *si(gh)t*, thorough (*th*)*or(ou)(gh)*

the sign for *ow* is used in:

own (*ow*)*n*, towel *t(ow)el*, show (*sh*)(*ow*), toward *t(ow)(ar)d*, drowsy *dr(ow)sy*

the sign for *ble* is used in:

marble *m(ar)(ble)*, Bible *Bi(ble)*, goblet *go(ble)t*, problem *pro(ble)m*

the sign for *ing* is used in:

swinging *sw(ing)(ing)*, ginger *g(ing)(er)*, finger *f(ing)(er)*, fringe *fr(ing)e*

When, at the end of a braille line, a one-cell part-word contraction forms the last syllable of a word, there is no need to carry that syllable over to a new line because it could be inserted in the same space that is occupied by the hyphen. However, if such a final syllable is followed by punctuation, the contraction and punctuation must be carried to the next line.

Examples:

chart-	⠠⠠⠠⠠⠠⠠	flatter-	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
ed.	⠠⠠	ing!	⠠⠠

6.2 Prefixes [X.34.b(2), (3)]

Like the contractions previously studied, these contractions are not used where part of the letters of the contraction fall into a prefix and the rest into a root or base word. Thus, the sign for *ed* is not used in *reduce*, *deduce*, *edict*, *predict*, or *predate*. Similarly, the sign for *er* is not used in *derogatory*, *prerogative*, *erect*, *erupt*, *rerun*, or *derail*. The sign for *ble* is not used in *sublet*, nor the sign for *ar* in *infrared*.

In a few words, the beginning letters *se* constitute a prefix meaning "apart." When that prefix is followed by the letter *d*, as in *seduce* and *seditious*, the *ed* contraction cannot be used because it would overlap between the prefix and the root word.

An exception to this rule occurs in a few familiar words that begin with the letters *ar*.

In the easily read words *around*, *arise*, and *arose* the *ar* contraction is used, even though in these cases the *a* is a prefix. [X.34.c]

- Note: Remember the very strong rule that says that when all of the letters of a contraction fall into the same syllable, the contraction is used. Although the *er* contraction cannot be used in *derive* because *de* is a prefix, it is used in *derivation* because both the *e* and the *r* fall into the same syllable.

6.3 Suffixes [X.34.b(1), (2)]

These contractions are not used where part of the letters comprising them fall into a base or root word and the remainder into a suffix. Thus, the sign for *ed* is not used in *freedom* or *boredom*.

Use caution when transcribing words that end in *ry* and *ery*. When the suffix *ry* is added to words such as *image*, *rifle*, and *savage*, creating *imagery* (*im/age/ry*), *riflery* (*ri/fle/ry*), and *savagery* (*sav/age/ry*), the *er* contraction cannot be used. However, when *ry* is added to *slave* and *bake* to create *slavery* (*slav/er/y*) and *bakery* (*bak/er/y*), the *er* contraction is used because all the letters of the contraction fall within the same syllable—a rule that takes precedence over the suffix rule.

6.4 Solid Compound Words [X.34.b(4)]

As has been stated previously, contractions are not used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *ed* is not used in *kettledrum*, the sign for *er* is not used in *stateroom*, the sign for *th* is not used in *sweetheart*, and the sign for *gh* is not used in *foghorn*. Nor is the *st* contracted in proper names such as *Johnstown* or *Charlestown*. (Note, however, that when such names are shortened to *Johnston* or *Charleston*, the *st* contraction is used.)

6.5 Digraphs (Diphthongs) and Trigraphs [V.25, X.34.b(5), XIII.42.c]

In order to preserve proper pronunciation, the letters of a digraph or a trigraph must not be separated.

A DIGRAPH is any two adjoining letters that combine to make one sound, e.g., the *ph* in *graphic*.

A DIPHTHONG is a digraph composed of two adjoining vowels that make one sound, e.g., the *oi* in *coil*.

A TRIGRAPH is three letters combining to make one sound, e.g., the *eau* in *bureau*.

Because the *ae* in *aerial* and the *oe* in *Goering* are diphthongs and cannot be separated, the *er* contraction cannot be used; nor can the sign for *ed* be used in *Oedipus*, *encyclopaedia*, or *aedile*. *Ble* cannot be contracted in *tableau* because to do so would separate the letters of the trigraph *eau*.

There is an exception to this rule. When common suffixes such as *er* and *ed* are added to base words ending in a vowel, which sometimes creates a digraph or trigraph, the *er* and *ed* contractions are used. Examples:

cano(ed)	to(ed)	(sh)o(ed)	(sh)o(er)	emb(ar)go(ed)
boo(ed)	woo(er)	do(er)	(sh)ampoo(er)	

Note that not all adjoining vowels are diphthongs. For example, in the words *coeducate* and *coerce* the *ed* and *er* contractions are used because the *oe* does not combine to form a diphthong (one sound)—and all of the letters of the contraction fall into the same syllable.

- Note: The diphthongs *ae* and *oe* are sometimes printed together (æ, œ). In braille they are transcribed as separate letters. Use a transcriber's note (to be studied later) to explain this change.

6.6 Avoiding Difficulty in Pronunciation [X.34.b(7)]

Another general restriction on the use of contractions is that they are not used if their use would cause difficulty in pronunciation, especially in uncommon or rarely used words. For example, the sign for *ed* is not used in *Airedale*, *battledore*, *skedaddle*, or *predacious*, nor should the sign for *ing* be used in *lingerie* or *distingué*. The *er* contraction is not used in *diaeresis* (di/aer/e/sis) because although *aer* constitutes a trigraph and a syllable, the use of the *er* contraction would make this unfamiliar word difficult to pronounce.

6.7 Consonants Pronounced Separately [X.34.b(6)]

A contraction should not be used when two adjoining consonants are pronounced separately. As a consequence, the *gh* contraction is not used in *shanghaied*, nor is the *wh* contraction used in *towhee*. There are several exceptions to this rule—especially in common, familiar words. For example, the contraction for *ing* is used in *ginger* and *harbinger* even though the *n* and *g* fall into different syllables.

- Note: Until the student becomes accustomed to traditional braille treatment of words that contain diphthongs or have adjoining consonants that are pronounced separately, it is best to consult the *Typical and Problem Word List* in the back of this book or the *Braille Enthusiast's Dictionary* (see §4.5d).

Drill 13

Practice brailleing the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, bubble bath, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced, we can't redecorate the living room as planned.
4. He derived a huge profit from the sale of barley last year.
5. "Will you erase the blackboard, Lonnie, and redo the lesson?"
6. Victorian ladies loved battledore, a game played with a racket and a shuttlecock.
7. Carol arose early this morning and studied for the arithmetic test.
8. The colony Sir Walter Raleigh sponsored at Roanoke predated the Jamestown colony.
9. A thorough knowledge of the Spanish language is a prerequisite for the South American service.
10. "What a hat — it's absolutely smashing!"
11. The Russians slaughtered the Hungarian Freedom Fighters with tanks and artillery.
12. THE TEMPEST is full of striking imagery.
13. The blast of the foghorn warned of lurking danger.
14. The tuberose is a fragrant, white, lily-like flower.
15. Our new neighbors came from the town of Rosedale, Michigan.
16. He plans on making a career of aerodynamics.
17. Dick Hoerner starred for the Los Angeles Rams during the 1940s.
18. The Roman aedile supervised the games at the Colosseum.
19. Shanghai is a port on the Huangpu River.

6.8 *Ing* or *ble* at the Beginning of a Word [XII.38.a]

There is one restriction on the use of the signs for *ing* and *ble* that does not apply to the other contractions in this lesson, namely, that they are not used at the beginning of a word. Thus, the sign for *ing* is not used in *ingot*, nor the sign for *ble* in *blemish*. Even when such a word comes after the hyphen in a hyphenated compound word, as in *once-blemished*, the contraction cannot be used. However, unless other rules prevent it, these contractions are used at the beginning of a line in a divided word. Examples:

em-
(ble)m

morn-
(ing).

Wa(sh)-
(ing)ton

Bi-
(ble).

Retaining Usual Braille Form of Base Word [X.34.b(1)]

Still another general rule restricting the use of contractions is that a contraction is not used if it would result in an alteration of the usual braille form of a base word. Thus, because the usual braille form of the word *blemish* does not contain the contraction for *ble*, this contraction must not be used when a prefix is added to it, as in *unblemished*. Similarly, the word *ingenuous* does not use the sign for *ing*, nor does the word *disingenuous*; the word *blend* does not contain the sign for *ble*, nor should the word *pitchblende*. In such words, the contractions are not used whether the word is written on one braille line or whether it is divided between lines. Examples:

noseble(ed)	nose- ble(ed)	unblemi(sh)(ed)	un- blemi(sh)(ed)
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Part-Word Signs Standing Alone [XII.38.d]

Even though the part-word signs studied in this lesson have no whole-word meanings, they are used to represent the proper name *Ed*, the abbreviation *Ed.* (editor), the vocal sound of hesitation *er*, and the exclamation *ow*. Example:

Ed mumbled, "Er — I hope the shot won't hurt — Ow!"

Choice Between Alternative Contractions [X.35]

Preference for contractions saving greater space. Where a choice must be made between two alternative contractions or combinations of contractions, preference should be given to that contraction or combination of contractions that saves the greater amount of space. Examples:

ba(the)s	[<i>not</i>]	ba(th)es
(with)(er)	[<i>not</i>]	wi(the)r
m(ar)(ble)d	[<i>not</i>]	m(ar)bl(ed)
tum(ble)r	[<i>not</i>]	tumbl(er)

Preference for the contractions *and, for, of, the, and with*. [XII.38.b] Where alternative contractions or combinations of them would occupy the same amount of space, preference should be given to the part-word contractions for *and, for, of, the, and with*. Examples:

bro(the)r	[<i>not</i>]	bro(th)(er)
nor(the)rn	[<i>not</i>]	nor(th)(er)n
soo(the)d	[<i>not</i>]	soo(th)(ed)

6.12 Syllabication

As with the plurals of nouns discussed in Lesson 2, the past tense and the past and present participles of regular verbs cannot be found in the dictionary. Therefore, the inexperienced transcriber may have some difficulty in deciding how to divide these words into syllables.

6.12a Verbs. In general, adding *ed* or *d* to the verb to form the past tense does not add a new syllable. Thus such words as *raced*, *shaved*, *brushed*, *caused*, *passed*, and *slipped* remain one syllable and may not be divided. However, when *ed* is added to a verb ending in *d*, *t*, *dd*, or *tt*, it is pronounced separately and constitutes a new syllable. Examples:

braid-	suspend-	test-	supplant-	add-	butt-
ed,	ed,	ed,	ed,	ed,	ed,

When a verb ends in a *t* or *d* that is doubled before the addition of *ed*, a new syllable is formed and the division is then made between the doubled consonants. Examples:

nod-	plot-
ded	ted

6.12b Adjectives. The foregoing practices apply to verbs only. Take care to distinguish adjectives ending in *ed*—such as *crooked* and *wicked*—where the *ed* does constitute a separate syllable, even though it is not preceded by a *t* or *d*.

When *er* or *est* is added to adjectives to form the comparative or superlative, this always results in an additional syllable. Examples:

bold-	stead-	long-	muddi-
er,	er,	est	est

When the base word ends in *ee*, the double vowel is divided; one *e* stays with the base word, and the other goes with the *st* or *r* to make the final syllable. Examples:

fre-	fre-
er,	est

When a final consonant is doubled before adding the *er* or *est*, the added consonant belongs in the syllable with the *er* or *est*. Examples:

big-	mad-
ger	dest

6.12c Participles. When *ing* is added to a verb to form the present participle, it always results in an additional syllable. Examples:

obey-	suffic-	hid-	form-
ing,	ing,	ing,	ing,

When the letters *ing* are added to a base word they become a syllable; however, when a final consonant is doubled before adding the *ing*, the added consonant belongs in the syllable with the *ing*. Examples:

grab-
bing

run-
Ning

Drill 14

Practice brailleing the following sentences.

1. Gingerale will quiet an upset stomach now and then.
2. "I Got Spurs That Jingle Jangle Jingle" sings the carefree western cowhand.
3. Her hair is slightly tinged with gray, but her eyes have the sparkle of youth.
4. During the storm the gale blew all the flower pots off the front porch.
5. While visiting Switzerland, we learned that the edelweiss is a favorite flower of that area.
6. Aloysius is a brilliant scholar, but he will not study without coercion.
7. Ed's plane landed on the fringe of the runway.
8. I didn't like boxing practice last week; it left me with a nosebleed.
9. Doctor Sam Johnston has an unblemished record as a surgeon.
10. Frederick's nostrils savored the tantalizing aroma of coffee arising from the downstairs flat.
11. "Ow!" shouted the professor as he dropped the stack of books.
12. "Let's see," pondered Jerry, "it's—er—four more weeks until school is out."
13. She gave Steve a withering look and exclaimed, "I wish you'd bathe every now and then!"
14. She loathed the bitter northern climate; and that is why she soon moved south.
15. The cricket is the harbinger of the early approach of the fall of the year.
16. Erika gave a sigh of boredom as she waited for the others.
17. The seductive perfume of flowers filled the night air.
18. This marble-top coffee table looks very nice with a modern sofa.
19. The child coughed, and her sister sneezed.
20. Though the policeman is tough, he is fair.

Reading Practice

See print version in Appendix A.

1. The first part of the document discusses the importance of reading practice. It emphasizes that consistent reading helps improve comprehension and vocabulary. The text suggests that students should read a variety of materials, including fiction and non-fiction, to gain a well-rounded understanding of the world.

2. In the second section, the author explores the benefits of reading for pleasure. It notes that reading enjoyable texts can reduce stress and increase overall well-being. The text also mentions that reading can be a social activity, as people often discuss books with friends or in book clubs.

3. The third part of the document focuses on the role of reading in education. It states that reading is a fundamental skill that is essential for success in many fields. The text highlights the importance of teaching reading skills from an early age and providing students with access to quality reading materials.

4. The fourth section discusses the challenges of reading in the digital age. It notes that the prevalence of digital media can distract students from reading. The text suggests that educators should find ways to integrate digital resources with traditional reading practices to keep students engaged.

5. Finally, the document concludes by encouraging students to make reading a habit. It suggests setting aside time each day for reading and seeking out new books to explore. The text ends with a call to action, urging students to embrace reading as a lifelong journey of discovery and learning.

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 6

1. "The moving finger writes and having writ moves on."—Omar Khayyam
2. The town sorely needed more civic progress and a change of politicians.
3. It is highly probable that the bill will pass overwhelmingly.
4. The remark Meg made is far from flattering, I can assure you.
5. George Washington, a redoubtable soldier, excelled as a statesman as well.
6. Jack says the towhee resembles the sparrow, but I don't agree.
7. The volcano erupted, causing serious loss of life and property.
8. She will sublet her house during her sojourn abroad.
9. Hitler, Goering and Himmler ruled the Third Reich with an iron hand.
10. The Atlantic Charter proclaimed the "Four Freedoms."
11. The new doghouse will keep Rover warm during the cold months.
12. The cut on Tanya's forefinger bled profusely.
13. The kettledrums are slightly off pitch, but once we get them fixed nobody will call our orchestra mediocre.
14. Gramp's old radio has an outside aerial.
15. They practiced riflery for an hour.
16. As the waitress set the salad on the table, he looked at it curiously and queried, "Did I order this, or—er—did another person want it?"
17. The Romans respected the aediles, who kept law and order.
18. Michael's Airedale, Tweedledum, won third prize at the neighborhood dog show.
19. The tiger is a predacious animal.
20. The British manned the navy during the 1740s with boys shanghaied on the streets.
21. The two outstanding track stars will rerun the hundred-meter dash.
22. Harry feels Margaret sings like a mockingbird, but Paul has another idea.
23. The coercive acts of the military turned people away from them.
24. William Morrow published Nevil Shute's TRUSTEE FROM THE TOOLROOM posthumously.
25. The United States Army will not tolerate malingerers.
26. Are you taking a stateroom for the overnight trip?
27. On arriving at Singapore, Edmond cabled the Chicago office for further orders.
28. The Cherry Blossom Festival is emblematic of Japanese-American mutual respect.

29. Roger Babson predicted the stock market crash of 1929.
30. Our proceeds from the last bingo game exceeded anything we anticipated.
31. I've promised Mom that I will take care of Mr. Snow's widow.
32. An unblemished record is a valuable asset for any politician.
33. While visiting Cairo I arose at five for the purpose of hearing the prayer call from the mosque.
34. Any adverse criticism of America's foreign policy arouses Howard's anger.
35. "Ow!" cried Ed, as the doctor roughly removed the bandage.
36. OEDIPUS REX is a famous tragedy of Sophocles.
37. The plants are withered from lack of water.
38. The melody of The Lost Chord soothes and relaxes my tired nerves.
39. The COURIER-JOURNAL carried a scathing editorial on the abuse of the magistrate's prerogatives.
40. He spoke eruditely and with fervor on the art of the Edwardian Era.
41. Eddie, Sherry, and Edythe will go downhill skiing on the 17th of March.
42. Hannah Marie wore pearl earrings and a brooch set with amethysts for the dress rehearsal.
43. The dignified Duchess hired a sedan chair for her tour of Shanghai.
44. The governor ordered the seditious periodical suppressed.
45. The doctor ordered a sedative for the hysterical victim.

SUMMARY OF CONTRACTION USAGE

I. Whole-Word Contractions (alphabet contractions, *and, for, of, the, with, child, shall, this, which, out, still*) -

A. One-cell whole-word contractions (alphabet contractions)

1. Used only to represent whole words, names, and the possessive form of proper names.

I can see Will More's hat.

EXCEPTION: *d* and *s* cannot be used for the musical notes *do* and *so*.

2. Never used for parts of words or names.

It is unlikely that William Peoples will eat the donut.

Figure 1 shows a 2x4 grid of dot patterns representing the digits 0-9. The top row shows digits 0, 1, 2, and 3. The bottom row shows digits 4, 5, 6, and 7. Each digit is represented by a 3x3 grid of dots, with some dots filled in to form the digit shape.

3. When followed by an apostrophe these contractions can be used in 15 instances only. (see 4.2a).

Go'n get Mom, she'll say it's OK.





























4. Are used in hyphenated compound words.

doll-like self-knowledge

5. Cannot be used in syllabicated words or as parts of words when divided between lines.

un-like-ly sopho-

more 

6. Require the double capital sign when fully capitalized in print.

AS YOU LIKE IT                          

B. *And, for, of, the, with*

1. These whole-word contractions and the word *a* follow one another unspaced except where punctuation or composition signs intervene.

for and of the people ☐☐☐☐☐ ☐

for, and of the people ⠫⠭⠁⠽⠑⠗⠶⠊⠝⠎ ⠫⠕⠺⠋⠞⠇⠏⠆

2. Are used in hyphenated compound words.

will-o'-the-wisp ⠠⠺⠊⠋⠏⠒⠑⠗⠎⠖⠊⠇⠐⠒⠑⠗⠎⠃⠁⠍⠑

3. Require the double capital sign when fully capitalized in print.

FOR AND OF THE PEOPLE




C. *Child, shall, this, which, out, still*

1. These whole-word contractions are used in hyphenated compound words, whether written on one line or divided between lines.

out-and-out ⠠⠠⠠⠠⠠ out-and- ⠠⠠⠠⠠⠠
out ⠠⠠

2. May be followed by an apostrophe only in *child's* ˈtʃɪldz and *still's* ˈstɪlz.

3. Cannot be used as part of a solid compound word, even when divided between lines.

grandchild  grand- 
child 

II. Part-Word Contractions

- A. Rule for all part-word contractions (*and, for, of, the, with, ch, sh, th, wh, ou, st, ar, ed, er, gh, ow, ble, ing* and all part-word contractions yet to be learned)

1. Always use a part-word contraction when all of the letters of the contraction fall into the same syllable. *prof/it* ⠏⠗⠔⠋⠊⠞⠊⠞ *chry/san/the/mum* ⠉⠓⠕⠑⠎⠁⠝⠅⠑⠍⠏⠗⠑⠇⠑⠄

2. Do not use a part-word contraction when it would overlap a major syllable division.
Major syllable divisions occur:

- a) Between a prefix and a base or root word. *professor* ⠠⠏⠗⠑⠋⠍⠊⠑⠗ ⠠⠏⠗⠑⠋⠍⠊⠑⠗
- b) Between a suffix and a base or root word. *freedom* ⠠⠋⠗⠑⠑⠋⠋⠋⠍ ⠠⠋⠗⠑⠑⠋⠋⠋⠍
- c) Between the components of a solid compound word. *foghorn*
⠠⠋⠑⠠⠋⠏⠠⠋⠗⠏⠑⠏⠑⠗

3. Use a part-word contraction when it overlaps other, minor, syllable divisions.

gob/let *scan/dal*

- B. When *sh* is used as an admonition to silence, the contraction IS NOT used, however, the contraction is used in *shhh*.

- C. When *St.* (with the period) is used as the abbreviation for *Street* or *Saint*, the contraction is used.

- D. The contractions for *st* and *th* are used in ordinal numbers. *1st* *4th*

- E. The contractions *ed*, *er*, and *ow* are used for *Ed* (name), *Ed.* (editor), *er* (vocal sound) and *ow* (exclamation).

- F. The contractions for *ing* and *ble* are not used to begin a word but may begin a line in a divided word. *bleeding* ⠠⠧⠗⠑⠇⠇⠊⠇⠊⠗ *bleed-* ⠠⠧⠗⠑⠇⠇⠊⠇⠊⠗

bleed- ⠠ ⠠ ⠠ ⠠ ⠠
ing. ⠠ ⠠

Lesson 7

Whole-Word Lower-Sign Contractions for in, enough, be, his, was, were
Part-Word Lower-Sign Contractions for in, en, be, con, dis, com
Introduction to Short-Form Words

7.1 Definition of Lower Signs

In addition to the one-cell contractions already studied, there is another group of contractions known as lower signs. Combinations of dots from the middle and/or lower portion of the cell form these lower contractions. In other words, none of them contains an upper dot, dot 1 or dot 4. It should be noted that all of the punctuation signs studied in Lesson 2 are formed in the lower part of the cell. There are lower-sign contractions for both whole words and parts of words. Following are the lower-sign contractions that will be studied in this lesson.

Whole-Word		Part-Word	
<u>Contraction</u>	<u>Meaning</u>	<u>Contraction</u>	<u>Meaning</u>
in	in	in	in
enough	enough	en	en
be	be	be	be
his	his	con	con
was	was	dis	dis
were	were	com	com





- Note that the contractions for the words *in*, *enough*, and *be* are the same as the contractions for the letters *in*, *en*, and *be*.

7.2 Whole-Word Lower Signs for *in, enough, be, his, was, were* [XIII.39]

These contractions, when standing alone, represent whole words. Example:

Was the food in his backpack enough for the hike—or were more sandwiches needed?

7.2a In contact with punctuation or composition signs. Some of these contractions also have the same form and position as certain marks of punctuation. Confusion is avoided by a rule that requires that these whole-word lower-sign contractions *must never be in contact with any other letter, contraction, word, or punctuation sign* whereas punctuation marks are normally in direct contact with a word or other punctuation. Whole-word lower-sign contractions may, however, be preceded by composition signs, such as the capital sign

( ) Also, in the word *dinghy*, where the *n* and *g* are pronounced as two sounds and the *g* and *h* are pronounced as one sound, the *in* and *gh* contractions are used in preference to the *ing* contraction. ( )

The contraction for *en* is also used in *coenzyme* and *gastroenteritis* where a prefix that ends in an *o* is added to a base word starting with an *e* because all of the letters of the contraction fall into the same syllable.

7.3e Preference for *and*, *for*, *of*, *the*, and *with* signs. [XII.38.b] In words like *then* and *Athens* the *the* sign and *n* are used in preference to the *th* and *en* signs because of the rule stated in 6.11b, which gives preference to the contractions for *and*, *for*, *of*, *the*, and *with* over any other contractions provided their use does not waste space.

The six WHOLE-WORD lower signs learned earlier in this lesson must always stand alone. However, *any number of unspaced PART-WORD lower signs can follow one another as long as the series is in contact with a character containing an upper dot* (dot 1 or dot 4). Thus, in the following example both the *in* and *en* contractions are used in the word *linen* because the lower signs are in contact with the letter *l*. Example:

The figure consists of 10 small diagrams arranged horizontally, each showing a grid of dots. The dots are black, and the background is white. The diagrams show a sequence of patterns that evolve from left to right. The first diagram shows a small cluster of dots. As the sequence progresses, the cluster grows and changes shape, eventually forming a more complex, elongated structure. The dots are arranged in a way that suggests a process of growth or transformation over time.

Figure 1 shows a 4x4 grid of dots. The dots are arranged in a regular pattern, with some dots highlighted in black and others in gray. The grid is labeled with 'x' and 'y' axes.

- Note: This rule also applies to other part-word and whole-word lower signs that will be studied later in this lesson and in Lesson 8.

When two or more lower-sign contractions would follow one another without being in contact with an upper dot, the *final* lower-sign contraction is not used. Example:

We'll need milk, sugar, flour and shortenin' for the cake.

Figure 1 shows a 5x5 grid of dots. The dots are arranged in a regular pattern, with some dots missing in the center, forming a cross-like shape. The grid is labeled with 'x' and 'y' axes.

Since dots 3-5 represent both the whole word *in* and the letters *in* as part of a word, it is extremely important to correctly determine how the letters are used. For example, in the word *shut-in* the whole word *in* has been joined to the whole word *shut* to form a hyphenated compound word. As a whole word brailled on one line, the *in* contraction cannot be used since it is in contact with the hyphen. However, in the word *shut-ins* the letters *in* are simply a part of the word *ins*, and the contraction is used. Examples:

shut-in

shut-

in

shut-ins

shut-

ins

[illegible]

When used as *part of a word*, the contractions for *en* or *in* may be in contact with other letters or punctuation as long as the sequence is in touch with an upper dot. Examples:

It's all in vain—encourage her anyway.

I was self-indulgent.

Drill 15

Practice brailleing the following sentences.

1. The man carried the child in his arms.
2. When they were finished with the interview the clock was striking seven.
3. If you don't hurry we'll be late for dinner.
4. I worry that they don't have enough food in the house for the entire weekend.
5. In the initial stages of the war all went well.
6. "In my not-so-very-humble opinion," the indignant man from Virginia proclaimed, "General Lee was indubitably the most outstanding general in the Civil War."
7. "I will be—er—in my study if you need me."
8. When my in-laws invaded our domain I was in a state of frenzy.
9. Ingmar met his bride-to-be, Ingrid, at a fly-in fishing camp in Sweden.

7.5d The word *con*. [XIII.43.a] Remember that the contraction for *con* is purely a part-word contraction and therefore cannot be used to represent the whole word *con*, as in the expression *pro and con*.

7.6 Contraction for *com* [XIII.44]

The contraction for *com* is similar in use to *be*, *con*, and *dis* in that it can only be used at the beginning of a word or at the beginning of a line in a divided word. However, unlike *be*, *con* and *dis*, it need not constitute an entire syllable in order to be used. Thus, this contraction is used in words like *come* and *coma* as well as in words like *command* and *compost*.

To avoid confusion with punctuation, this contraction can never be used in contact with a hyphen, dash, or apostrophe—whether such punctuation comes before or after the letters. This rule applies even though a composition sign may intervene between such punctuation and the letters *com*. Example:

"Come in! Com'ere and meet the ex-committee chairwoman, Jane Heath-Comar."

Figure 1 displays a set of 12 dot patterns arranged in two rows of six. The top row contains patterns for digits 0 through 9, and the bottom row contains patterns for symbols #, *, and +. Each pattern is a 4x4 grid of dots, with some dots missing to form the digit or symbol.

7.7 Preserving the Usual Form of the Base Word [X.34.b(1)]

Be alert to base or root words that have more than one prefix. When words such as *disturb*, *distinguish*, or *distinct* take on a second prefix, as in *undisturbed*, *indistinguishable*, and *indistinct*, the *dis* is no longer the first syllable of the word and cannot be contracted. And, to ensure easy recognition of the word, the *st* is not contracted either. Example:

distinct indistinct

The same applies to *ingenuous*, where the *ing* contraction cannot be used because the letters occur at the beginning of the word. When the prefix *dis* is added to create *disingenuous* the *ing* contraction is still not used. This preserves the original form of the base word and ensures proper pronunciation. Example:

ingenuous disingenuous

7.8 In Proper Names [XIII.43, 44]

The contractions for *be*, *con*, *dis*, and *com* are used in names containing an apostrophe, such as *O'Connell*. They are also used in names starting with *Mc* or *Mac*—as long as they constitute the first capitalized syllable following *Mac* or *Mc* and are not the last syllable of the name. Examples:

Drill 16

Practice brailleing the following sentences.

1. The letter, I confess, left Dad looking rather bewildered.
2. I was disconcerted when I learned that residents of the District of Columbia were denied home rule until the twentieth century.
3. I paid little heed when I was told that Connie and Beatrice were becoming constant companions.
4. Disposing of this problem will not be quick and will require the combined efforts of all of us.
5. The neighborhood park can hardly be compared with Coney Island.
6. The chairman of the sub-committee on the conduct of wayward youth lost his self-control when the members became disorderly.
7. Betty's behavior in school was unbecoming for a child her age—maybe she'll improve next year.
8. "The patient has come out of his coma and has improved considerably," said the good doctor.
9. Benedict's wife, who is the president of the Ladies Benevolent Society of St. John's Church, paid me a visit.
10. With considerable effort she regained her self-composure and continued perusing the letter.
11. "Com'ere and help me fix this flat tire," said the exasperated motorist.
12. As the boy lay dying on the field of battle, he gasped, "May God com-fort and pro-tect the Con-fed-era-cy!"
13. Most of the men who man our submarines are trained at New London, Conn.
14. Congress debated the issue pro and con for weeks.
15. Ben O'Connor, a good little guy, is my choice for the job – come what may.
16. Constable Hemingway pointed his gun menacingly and ordered, "Quick! Come out from be'ind that bar!"
17. An ignored child is often unruly and disobedient.
18. Czech immigrants settled in Wisconsin.
19. Mandy's belligerent attitude is completely incomprehensible.
20. Credit is given Sir Francis Bacon for having originated the modern scientific method of thinking.
21. The politician's denial was disingenuous.

Reading Practice

See print version in Appendix A.

1. The first part of the document is a list of the names of the members of the committee.

2. The second part of the document is a list of the names of the members of the committee.

3. The third part of the document is a list of the names of the members of the committee.

4. The fourth part of the document is a list of the names of the members of the committee.

5. The fifth part of the document is a list of the names of the members of the committee.

6. The sixth part of the document is a list of the names of the members of the committee.

7. The seventh part of the document is a list of the names of the members of the committee.

8. The eighth part of the document is a list of the names of the members of the committee.

9. The ninth part of the document is a list of the names of the members of the committee.

EXERCISE

Prepare the following exercise for submission to the instructor. Correspondence students: Submit the entire exercise at one time and ignore the line of asterisks between sentences #20 and #21.

LESSON 7

1. Dickens and Thackeray were the two most outstanding British novelists of the nineteenth century.
2. Grandpa will be in his late seventies when I graduate from college.
3. The doctor was insistent that he not get out of bed until well enough.
4. He recited Tennyson's "In Memoriam" with intense feeling.
5. "The enormous volcano is erupting," enunciated the announcer.
6. Her prenatal exam shows that she has gastroenteritis.
7. "In-and-out, in-and-out! Can't you decide what you want?"
8. The savagery of the fight was revolting (in fact, three people fainted).
9. We laughed as she told her tale—in a rather loud, animated, but humorous vein—involving her dog.
10. She says she feels insecure when she rides in a twin-engine plane.
11. When I've saved enough, I'll buy the entire set of Dickens for my grandchild.
12. Virgil's AENEID opens with the flight of the hero from Troy.
13. If he will take daily calisthenics for a few months his physique will be immensely strengthened.
14. Chou En-lai, premier of the People's Republic of China, 1949-76, was skilled in negotiating.
15. "I am going in," cried Ingrid, shivering with cold.
16. A wooden peg used for joining timbers is called a treenail.
17. The renovated home was splendidly decorated in the style of the 1890's.
18. I think Selena's injury was self-inflicted.
19. When Mr. Engles retired he started delivering groceries for shut-ins.
20. Jane loved the linen suit her Mom sent her from Italy.
- * * * * *
21. We felt very sad when the lovely coniferous tree fell down.
22. Benedict Arnold betrayed the United States when he surrendered West Point.
23. His boss said that my brother-in-law wasn't responsible for the failure of the company.
24. "Which'll it be, madame, soda or gingerale?" inquired the bespectacled waiter.
25. Tell the papergirl—be sure you make it very plain—that we aren't returning home for three more weeks.

26. His behavior denoted that Adam was completely undismayed at the most unexpected outcome.
27. Our officers' meeting will be chiefly concerned with considering the new budget.
28. The lines of the pattern are very subtle and indistinct.
29. The denial of freedom of the press is a distinctly totalitarian phenomenon.
30. I find things like trinomials and logarithms a constant enigma.
31. I left the dinghy on the side of the Wisconsin River and continued my journey on foot.
32. People in the town are saying that the groom-to-be has become very unhappy and, in fact, quite disenchanted since learning of his betrothed's flirtatious ways.
33. "You be good an' come out quick with yer hands up," said the sheriff, "or I'm comin' in and git yuh."
34. As a Naval ex-commander, John was a firm believer in discipline.
35. Inter-continental flights arrive hourly at Dulles Airport.
36. The auto crash left his hair disheveled and his clothing in disarray.
37. I think our son will soon become an accomplished violinist.
38. Little three-year-old Johnny proudly enunciated for his admiring grandparents' benefit: "Con-stan-ti-no-ple."
39. Miss O'Connor will be in charge of the kindergarten this year.
40. As the cockney orator took his place on the rostrum, he began: "On be'alf of all decent Henglishmen I protest this insolent be'avior of the 'Ouse of Commons!"
41. On the corner, he passed a disreputable-looking stranger, who whined, "Will you 'commode me with the price of a cup of coffee, sir?"
42. In a closely-contested race he was chosen Congressman from the 2nd Dist. of Iowa.
43. If you will con the pages of the text diligently, you will find enough material for the essay.
44. When she arrived at the studio, she discovered a hastily-scribbled note that said, "Called out of town unexpectedly; for next lesson practice Mozart's Con. No. 18."
45. The new freight rates which the Interstate Commerce Committee has recommended are unbelievably high—but they will be paid.
46. If Leslie remains very patient, maybe Mr. Drew will change his mind and write her that letter.
47. Charybdis is a sinister whirlpool in Greek mythology.

Lesson 8

Whole-Word Lower-Sign Contractions for to, into, by

Part-Word Lower-Sign Contractions for bb, cc, dd, ff, gg, ea

More Short-Form Words

8.1 Contractions for *to*, *into*, *by* [XIII.41]

8.1a In general. There are three whole-word lower-sign contractions in addition to those studied in the preceding lesson. They are:

<u>Contraction</u>	<u>Whole Word Meaning</u>
⠠⠠	to
⠠⠠⠠	into
⠠	by

Unlike the whole-word lower-signs learned in lesson 7 (*in*, *enough*, *be*, *his*, *was*, *were*), which must always be preceded and followed by a space, the contractions for *to*, *into*, and *by* are always joined to the word, contraction, composition sign, number, or symbol that follows. This rule prevents *by* from being read as *was*. These contractions are never used as parts of words. Examples:

Toby was to go by the bank at noon in order to put the deed into the safe.

⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠
⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

The bylaws are written by and for the people.

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

8.1b With composition signs. These contractions are used both before and after composition signs such as capital, number, and italic signs (to be studied later). Example:

2 GAMES TO GO, REDS WIN 6 TO 0!

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠
⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

• Note that when *to*, *into*, or *by* and the following word are both fully capitalized, each word must be preceded by the double capital indicator—even though they are joined.

8.1c With punctuation. The contractions for *to*, *into*, and *by* are used when they come after punctuation such as an opening quotation mark, opening parenthesis, a bracket, or a dash. But, they are not used when they come before punctuation marks. Examples:

8.1e *To, into, and by* at the end of a braille line. Occasionally there is not room at the end of a line for the contraction *to*, *into*, or *by* and at least the first syllable of the following word, but there is room to spell out *to*, *into*, or *by*. Because the braille reader is more familiar with contractions, it is preferable not to spell out the word. Instead, take the contraction to the next line. Example:

Jacki wants to go to Colorado Springs to visit John and see the Air Force Academy.

8.1f As proper names. Do not use the contractions for *to*, *into*, or *by* when the letters of these words comprise a proper name or a part of one. Example:

Toby To's dad came from China.

Drill 17

Practice brailleing the following sentences.

1. Innocent bystanders at the scene of a crime may be unwilling to testify.
2. Jason will have to have his credentials by the end of the week.
3. He gets into more trouble than most little boys.
4. Mr. Good will drop by the office to make inquiries concerning the new filing system.
5. By this evening I hope to complete the study.
6. From 1993 to 1997, Toby studied aerodynamics.
7. Stephen made a quick trip from Chicago to Reno by way of St. Louis.
8. JOHN BY GOES TO CANADA is a good Canadian history book.
9. "By the way, will you be able to meet me at nine in the morning?" Mr. Byrd asked his brother-in-law.
10. He was greeted by "Hello, you old so-and-so!" as he entered the room.
11. It is clear (to me, anyway) that the enterprise will be a complete failure.
12. His book, in my opinion, is very poorly written—to be perfectly frank.
13. She complained bitterly: "To've been prepared might've prevented the disaster."
14. He took his daughter into his study and gave her a stern lecture.
15. By being as inconspicuous as possible, he was able to enter the arena unobserved.
16. You can hardly expect Pat to consent to moving in with her in-laws.
17. A rise in the cost of living is an inevitable by-product of war.

18. Automobiles began to be popular toward the end of the second decade of the twentieth century.
19. Bit by bit, he was winning the respect of the well-to-do merchant.
20. Toshi hurriedly paid for her ticket but she still missed her train—by just seconds.
21. His letter said that by May 1 he will have completed his basic training.
22. TO HAVE AND TO HOLD is a novel depicting early colonial life.
23. The job opening you asked me to look into seems to be very attractive.
24. On his way to and from school he likes to stop and talk with the little old gentleman.
25. With continued effort he will attain his goal by and by.
26. Tōmas stopped by to remind me of our dinner date.

If it is desirable to divide this lesson into two sections, the first 23 sentences in Exercise 8 may be assigned at this time, as they relate only to the material studied in the unit to this point.

8.2 The Double-Letter Signs and *ea* Sign [XIII.42]

<u>Contraction</u>	<u>Meaning</u>
⠠⠠	bb
⠠⠠	cc
⠠⠠	dd
⠠⠠	ff
⠠⠠	gg
⠠⠠	ea

8.2a Used only within words. Note that, in addition to the meanings given above, each of these characters is also used to represent some other contraction or punctuation. Some represent whole words, others act as contractions at the beginning of words, and some appear at the end of words as punctuation. To prevent confusion, a rule has been adopted that when these characters are used to represent the double-letter signs or the *ea* sign, they are used *only* between letters and/or contractions within a word. For that reason they are sometimes called the "sandwich contractions." Examples:

Bobby	occupy	added	puffy	eggs	tease
⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠

Consequently, these contractions cannot be used at the beginning or the end of a word. Nor can they be used in contact with punctuation or composition signs. Examples:

easy	tea	sheriff's	SeaCliff Apts.	ebb-tide
⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- Keep in mind: Although the *ea* sign is used in a word like *feature*, where such a word is divided between lines (fea/ture), the contraction is not used because it would then be in contact with a hyphen.

8.2b Preserving the usual form of a base word beginning with *ea*. [X.34.b(1)] When a word beginning with *ea* is preceded by a prefix or another word resulting in the formation of a different word, the *ea* contraction is not used because it would change the usual braille form of the base word. Thus, the *ea* contraction is not used in *uneasy*, *anteater*, or *northeast* because it would not be used in *easy*, *eater*, or *east*.

8.2c Base word and a prefix. Many words that originally were formed from a base or root plus a prefix have become so common that most dictionaries no longer recognize the prefix. In easily recognized words such as *abbreviate*, *accept*, *accent*, *address*, *addict*, *affect*, *aggrieved*, and *disease*, the old prefix is ignored and the *ea* or double letter contractions are used. Examples:

address ⠠⠠⠠⠠⠠⠠⠠ affect ⠠⠠⠠⠠⠠⠠ disease ⠠⠠⠠⠠⠠⠠

As with other contractions, where the prefix is noted as such in the dictionary and the use of an overlapping contraction would clearly have an adverse affect on pronunciation, the contraction is not used. Examples:

preamble ⠠⠠⠠⠠⠠⠠⠠ readjust ⠠⠠⠠⠠⠠⠠⠠⠠ subbase ⠠⠠⠠⠠⠠⠠⠠⠠

8.2d Base word and a suffix. When a word ends with the letters *bb*, *cc*, *dd*, *ff*, *gg*, or *ea*, the contractions cannot be used. However, if such a word is followed by a suffix, the contractions are used. For example, although these contractions may not be used in *stiff*, *puff*, or *ebb*, they are used in *stiffly*, *puffed*, and *ebbing*.

These contractions are also used when the final consonant of a word is doubled before adding suffixes such as *ed*, *en*, *er*, and *ing* because they are "sandwiched" in between other letters and the use of the contraction does not overlap the letters of a base word and its suffix. Examples:

rubbing ⠠⠠⠠⠠⠠⠠ padded ⠠⠠⠠⠠⠠⠠ hidden ⠠⠠⠠⠠⠠⠠ slugger ⠠⠠⠠⠠⠠⠠⠠

Where a contraction would overlap the letters of a root/base word and a suffix, however, the contraction cannot be used. Examples:

permeable ⠠⠠⠠⠠⠠⠠⠠⠠ mileage ⠠⠠⠠⠠⠠⠠⠠⠠ oleaginous ⠠⠠⠠⠠⠠⠠⠠⠠⠠

EXCEPTION: When the suffixes *ate*, *an*, or *al* are added to a base/root word ending in *e*, the *ea* contraction is used. Examples:

permeate
⠠⠏⠑⠗⠑⠎⠑⠗⠑

delineate
⠠⠇⠑⠎⠑⠗⠑⠗⠑

gigantean
⠠⠒⠒⠒⠑⠗⠑⠗⠑

venereal
⠠⠑⠗⠑⠗⠑⠗⠑

European
⠠⠑⠑⠗⠑⠗⠑⠗⠑

subterranean
⠠⠑⠑⠑⠑⠑⠑⠑⠑

Transcribers should take care to look up words that they are not sure of, for some can be deceptive. For example, *lineage* (lin/e/age), referring to ancestry, appears to have the suffix *age*. But this is not the case as the origin of *lineage* is the Old French word *lignage*. Because this is a base word that has no suffix, the *ea* contraction is used. When the word *linage* is spelled *lineage* (line/age) and refers to the alignment of lines on a page, *age* is a suffix and the *ea* contraction is not used.

8.2e Solid compound words. Although these contractions are not used in *tea*, *sea*, or *egg*, they are used in the compound words *teacup*, *seashore*, and *egghead*. If, however, the letters comprising any of these contractions fall partly into one component of a compound word and partly into the other, the contraction is not used. Examples:

pineapple
⠠⠏⠑⠑⠑⠑⠑⠑⠑

dumbbell
⠠⠇⠑⠑⠑⠑⠑⠑⠑

headdress
⠠⠑⠑⠑⠑⠑⠑⠑

poleax
⠠⠑⠑⠑⠑⠑⠑⠑

8.2f Causing difficulty in pronunciation. These contractions are not used if their use would cause difficulty in the recognition or the pronunciation of the word by combining the letters of a dieresis (two adjacent vowels pronounced separately). Example:

genealogy ⠠⠒⠒⠒⠑⠑⠑⠑⠑⠑ [not] ⠠⠒⠒⠒⠑⠑⠑⠑⠑⠑

8.2g In trigraphs and diphthongs. In the trigraph *eau* the *ea* sign is used because both letters of the contraction fall within the same syllable. Examples:

tableau ⠠⠑⠑⠑⠑⠑⠑⠑

beau ⠠⠑⠑⠑⠑

When two adjacent vowels combine to create one sound (a diphthong), as in *paean* (⠠⠑⠑⠑⠑⠑⠑), they must not be separated by the use of a contraction.

8.2h Contraction preferences. The contractions for *bb*, *cc*, *dd*, *ff*, *gg*, and *ea* are the least favored of all one-cell contractions because syllable division usually occurs between double consonants. By using other contractions, proper pronunciation is more likely to be preserved. When a choice must be made between contractions, *any other one-cell contraction is preferred over them*. Examples:

w(ed)d(ing)
m(ed)dle
sac(ch)(ar)(in)e
le(ar)n
be(ar)

[not] we(dd)(ing)
[not] me(dd)le
[not] sa(cc)h(ar)(in)e
[not] l(ea)rn
[not] b(ea)r

(of)fice [not] o(ff)ice
ef(for)t [not] e(ff)ort
(the)at(er) [not] (th)(ea)t(er)
bub(ble) [not] bu(bb)le
me(and)(er) [not] m(ea)nd(er)

11. For dinner we served the farmhands meatloaf, potatoes and gravy, eggplant, carrot and cabbage salad, bread, coffee, peaches and cream, and white cake topped with fluffy marshmallow frosting.
12. Her wedding bouquet was made of spirea and baby's breath.
13. In 1933 Leander and his boys were arrested as the result of a brawl near a St. Louis speakeasy.
14. The house was deserted and an uneaten meal was still spread on the table.
15. My cousin was taken prisoner by the Chinese Communists in the Korean War.
16. I was agreeably surprised by the fine delivery of the valedictory speech, which was given at the baccalaureate exercises.
17. Mr. Webb loves his old Rambler because it handles so well and he still gets great gas mileage, but above all, he just loves the way it looks.
18. He left his Chevrolet at the garage because he needed to have the carburetor readjusted and the wheels realigned.
19. I believe that the seller will accept considerably less than the price he quoted.
20. President Truman made monkeys out of the political wiseacres who were predicting a Republican victory in 1948.
21. Tina's new beau is picking her up about eight and they are going to the theater.
22. The streets were littered with rubble following the storm.
23. It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.
24. When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.
25. The doctor padded the area above and below the injury.
26. Luci avoided the accident by quick thinking.

Reading Practice

See print version in Appendix A.

1. The first step in the process is to identify the problem.

2. The second step is to gather information about the problem. This includes identifying the stakeholders involved, the resources available, and the constraints that may be present. It is important to understand the context of the problem and to identify the key players who will be affected by the solution.

3. The third step is to develop a plan of action. This involves identifying the goals of the project, determining the steps that need to be taken to achieve those goals, and assigning responsibilities to the team members. It is important to have a clear understanding of the timeline and the resources needed to complete the project.

4. The fourth step is to implement the plan. This involves putting the plan into action and monitoring the progress of the project. It is important to communicate regularly with the team members and to adjust the plan as needed to ensure that the project is on track.

5. The fifth step is to evaluate the results of the project. This involves comparing the actual results to the goals that were set at the beginning of the project. It is important to identify any areas where the project did not meet expectations and to determine the reasons for this.

6. The sixth step is to document the results of the project. This involves creating a report that summarizes the findings of the project and the lessons learned. This report can be used to inform future projects and to provide a record of the project's progress.

7. The seventh step is to share the results of the project with the stakeholders. This involves presenting the findings of the project to the team members and to the stakeholders who were involved in the project. It is important to provide a clear and concise summary of the project's results and to answer any questions that may be asked.

8. The eighth step is to reflect on the project and to identify areas for improvement. This involves taking time to think about what went well and what could have been done better. It is important to learn from the experience and to use this knowledge to improve future projects.

9. The ninth step is to celebrate the success of the project. This involves acknowledging the hard work and dedication of the team members and the stakeholders who were involved in the project. It is important to take time to celebrate the achievement and to share the success with the team.

10. The tenth step is to close the project. This involves finalizing all of the project's activities and ensuring that all of the project's goals have been met. It is important to have a clear understanding of the project's status and to ensure that all of the project's responsibilities have been completed.

EXERCISE

Prepare the following exercise for submission to the instructor. Correspondence students: Submit the entire exercise at one time and ignore the line of asterisks between sentences #23 and #24.

LESSON 8

1. By curtailing his expenses sharply, he was able to save enough to go to college.
2. It will take a good four hours to go from Baltimore to Los Angeles by jet.
3. His research on this project will continue into the next decade.
4. "What do you expect by 'due process of law'?" asked the judge sternly.
5. From the radio issued the voice of a crooner pouring his heart and soul into "To Each His Own."
6. The story (to be continued in the next issue) is filled with horror and suspense.
7. The problems of space travel—to a little boy this is a fascinating subject—were discussed at length in Bob To's essay.
8. "Don't make me devote the whole evenin' to 'rithmetic," cried Benny.
9. It will be to his advantage to study chemistry in high school, since he is planning to be a doctor.
10. Luke is going to compete in the track meet as a discus thrower.
11. A quick look into the bylaws showed that they were amended to permit voting by proxy.
12. He was enthralled by A TRIP TO THE MOON by Jules Verne.
13. The strikers refused to let anybody go into or out of the plant.
14. The ship hove to a few miles outside the harbor.
15. He sat on the edge of the raft lazily swinging his legs to and fro.
16. His analysis is, by and large, the most convincing I have heard.
17. Apparently the bill was paid, but the matter will be looked into.
18. We are determined to recover our property by hook or by crook.
19. "What will this all come to?" she wailed.
20. By constantly reminding us to "overcome," Martin Luther King gave us hope and pride.
21. "The express letter was to have arrived by 12 noon," said Christopher.
22. Sam put his books into his briefcase.
23. Don't make a "to-do" over her present; I am sure Mom will like it.

* * * * *

24. The alchemists of the Middle Ages were preoccupied with trying to change the baser metals into gold.
25. By about the first of July, he says he will be ready to open his office in that well-to-do neighborhood and we will get paid what he owes us.
26. A determined juror kept doggedly reasserting his belief that the accused was innocent.
27. The motto that Cyril lives by is "Early to bed, early to rise, makes a man healthy, wealthy and wise."
28. The sheriff then placed handcuffs on the ruffians and led them off to jail.
29. For little Bobby's breakfast Pearl was preparing bacon and eggs.
30. Following the meeting of the Ways and Means Committee, the affable hostess served tea and very good muffins.
31. It's the bailiff's duty to keep order in the courtroom.
32. The theater on Byron Street is featuring a great movie this evening.
33. It has been a custom in our household to serve eggnog during the Christmas season.
34. The widespread use of penicillin and other antibiotics considerably reduced the danger from certain diseases.
35. In Beddle Park, oddly enough, people fishing for trout in the pool below the waterfall were having good luck.
36. Eddie's compass showed that we were headed southeast.
37. The Charge of the Light Brigade took place during the Crimean War.
38. The Bible says that "In the beginning God created the heaven and the earth."
39. His entire demeanor was permeated with an air of insufferable conceit.
40. The letter said that at last David was to realize his dream of becoming the proprietor of a small acreage.
41. Brown sugar on oatmeal or Cream of Wheat provides quick energy on a cold morning.
42. The handbill said: "We trace any genealogy and guarantee to provide you with an imposing lineage."
43. Sir Walter Raleigh first introduced tobacco into England in the 1680s.
44. His address to the affiliate accentuated his eccentricities.
45. When I make Mom's muffins I readjust the spices to make them tastier and add pineapple.
46. Because the weather was fair the eastern sky was lighted by the soft rays of a roseate dawn.
47. The scene in the humble cottage presented a tableau of heart-warming domestic bliss and harmony.
48. The funeral sermon was full of paeans of praise for the deceased leader.

49. "Caveat emptor" is a legal maxim which allows advertisers considerable leeway.
50. Saccharin is used as a sugar substitute in diabetic diets and as a noncaloric sweetener.
51. The old peddler can afford to sell his vegetables cheaper since he has no overhead expense.
52. In the quiet forest a meandering stream babbled merrily, while high above in the treetops birds warbled.


Lower Signs

III. Lower Signs In Succession Rule

- A. Any number of lower-sign contractions may follow one another without a space provided that one of them is in contact with a character containing dot 1 or dot 4.

to disengage ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

- B. When a series of lower signs is not in contact with a dot 1 or 4, the last possible contraction is spelled out.
- to disen- ♂♂ ♀♀ ♂♂ ♀♀

gage 

IV. Whole-Word Contractions (*in, enough, be, his, was, were, to, into, by*)

A. *In, enough, be, his, was, were*

1. Must stand alone. Cannot be in contact with a letter, word, contraction, or punctuation that either precedes or follows it.

Let it be enough for now.

"Were you?" ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ Go in. ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

break-in break- in

2. May be preceded by composition signs. Were you? $\begin{smallmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

B. *To, into, by*

1. These contractions cannot stand alone. They must be joined to the *following* word, contraction, number, or composition sign.

by train 9 to 5 to this spot

2. These contractions cannot be used in hyphenated compound words.

by-and-by

- ### 3. With punctuation

- a) Can be preceded by punctuation. "by now" ⚫ ⚫ ⚫ ⚫ ⚫
b) Cannot be followed by punctuation.

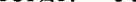
I'll drop by.




4. With composition signs

a) Can be preceded by composition signs

By now ⠠⠃⠽⠠⠗⠺ "By now" ⠠⠃⠽⠠⠗⠺⠠⠗⠺⠠⠗⠺⠠⠗⠺⠠⠗⠺

b) Can be followed by composition signs.

By George! 

5. When one of these words comes before any other whole-word lower-sign, the last possible contraction must be spelled out. to be   

6. These contractions are used when they come before part-word lower signs.

by consent to distract

7. When the contraction for *into* cannot be used, the *in* should be contracted.

Go into "O'Brians." 

8. When there is not room at the end of a line for one of these contractions and the following word or portion thereof, take the contraction to the next line.

V. Part-Word Contractions (*in, en, be, con, dis, com, bb, cc, dd, ff, gg, ea*)

A. *In, en*

Are used whenever they occur as long as they are in contact with a sign containing a dot 1 or 4.

ingenuous in-
 genuous disin-
 genuous

B. *Be, con, dis*

1. Are used only when they constitute an entire syllable at the beginning of a word — or at the beginning of a line in a divided word unless they constitute the last syllable of such a divided word.

been belief disc distant
mis- may-
conduct be

2. Are used following the hyphen in a hyphenated compound word.

make-believe dual-control

3. Are not used when in contact with the hyphen in syllabicated words.

con-ta-gion dis-creet

4. Are used following punctuation, but not preceding it.

O'Connell (be)tray

5. The contraction for *con* cannot be used as a whole word as in *con game*.

C. *Com*

1. Is used only at the beginning of a word or at the beginning of a line in a divided word—but it need not constitute a syllable.






come comb ex- commander

2. Cannot be used when in contact with a hyphen, apostrophe, or dash—but can follow opening quotation marks.

[illegible]

D. *Be, con, dis, com* in abbreviations

These contractions can be used in the abbreviation of a word only when they can be used in the whole word—unless the contraction would constitute the entire abbreviation.

Benj. (Benjamin)  dist. (district) 
 Con. (Concerto)  ex-con 
 Belg. (Belgium) 

E. *Bb, cc, dd, ff, gg, ea*

1. Are used only between letters and/or contractions within a word.

sniffs sniffed sniff

2. Are never used when in contact with punctuation.

different sheriff's

egg-shaped sea-island

feature fea-
ture

- F. Part-word contractions are not used when their use would alter the usual form of a word or cause difficulty in pronunciation.

uneasy	⠠⠏⠗⠑⠑⠠⠑⠏⠠⠑⠠⠑⠠⠑⠠⠑	[<i>not</i>]	un(ea)sy
overblended	⠠⠕⠑⠠⠑⠠⠕⠑⠠⠕⠑⠠⠕⠑⠠⠕⠑⠠⠕⠑⠠⠕⠑	[<i>not</i>]	ov(er)(ble)nd(ed)
undisturbed	⠠⠕⠠⠑⠠⠕⠠⠑⠠⠕⠠⠑⠠⠕⠠⠑⠠⠕⠠⠑⠠⠕⠠⠑⠠⠕⠠⠑	[<i>not</i>]	un(dis)turb(ed) [<i>or</i>] undi(st)urb(ed)
disingenuous	⠠⠔⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	[<i>not</i>]	(dis)(ing)(en)u(ou)s
genealogy	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	[<i>not</i>]	g(en)(ea)logy
impermeable	⠠⠏⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	[<i>not</i>]	imp(er)m(ea)(ble)

Lesson 9

Initial-Letter Contractions, More Short-Form Words

9.1 In General [XIV.45]

Like the contraction for *into*, the contractions about to be studied are all two-cell configurations. Initial-letter contractions are formed by preceding the initial letter or initial contraction of the word by dot 5, dots 4-5, or dots 4-5-6. So, for instance, the letter *d* standing alone is the word *do*, but when *d* is immediately preceded by dot 5 the word becomes *day*—which can be used for the whole word *day* or as part of the word *yesterday*.

<u>Dot 5</u>	<u>Dots 4-5</u>	<u>Dots 4-5-6</u>
-----	-----	cannot ⠠⠠⠠
day ⠠⠠	-----	-----
ever ⠠⠠	-----	-----
father ⠠⠠	-----	-----
here ⠠⠠	-----	had ⠠⠠⠠
know ⠠⠠	-----	-----
lord ⠠⠠	-----	-----
mother ⠠⠠	-----	many ⠠⠠⠠
name ⠠⠠	-----	-----
one ⠠⠠	-----	-----
part ⠠⠠	-----	-----
question ⠠⠠	-----	-----
right ⠠⠠	-----	-----
some ⠠⠠	-----	spirit ⠠⠠⠠
time ⠠⠠	-----	-----
under ⠠⠠	upon ⠠⠠	-----
work ⠠⠠	word ⠠⠠	world ⠠⠠⠠
young ⠠⠠	-----	-----
character ⠠⠠	-----	-----
through ⠠⠠	those ⠠⠠	-----
where ⠠⠠	whose ⠠⠠	-----
ought ⠠⠠	-----	-----
there ⠠⠠	these ⠠⠠	their ⠠⠠⠠

9.2b Ought. The contraction for *ought* is used whether the word is pronounced *ôt* as in *bought*, or *out* as in *doughty*. It is also used in *drought* whether pronounced *drou*t or *drou*th. However, the contraction should not be used in *Houghton* when the letter combination is pronounced like a long *o*, as in *Houghton Mifflin* or *Houghton, Michigan*.

9.2c One. In most cases the contraction for *one* is used when *o* and *n* are in the same syllable, even though the combination does not have the sound of *one*. Thus, the contraction is used in words like *gone*, *phone*, *honest*, *money*, and *monetary*.

The *one* contraction is not used when *n* begins a new syllable. Consequently, it is not used in words like *pho*/*net*/*ic*, *pi*/*o*/*neer*, *colo*/*nel*, *cor*/*o*/*net*, or *a*/*nem*/*o*/*ne*. And, as with all contractions, it cannot be used when part of the letters of the contraction fall into the base word and part into a suffix, as in *commoner*, *commonest*, *baronet*, and *luncheonette*.

9.2d Some. The contraction for *some* is used only where the letters it represents retain their original sound *and forms a complete syllable in the base word*. For example, this contraction is used in *handsome*, *handsomer*, and *handsomest*, because it retains the sound of *some* and it also constitutes a complete syllable in the base word *handsome*. The contraction for *some* cannot be used in words like *blossomed* and *ransomed*, because the syllable *some* does not appear in the base words *blossom* and *ransom*. In the word *som*/*er*/*sault*, the contraction for *some* is not used because the syllable division comes between the *m* and the *e*, and therefore, *some* is not a complete syllable in the base word.

9.2e Part. Unless other rules prohibit, the contraction for *part* is used whether it retains the original sound or not, as in *particular*, *Spartan*, and *partial*. Like all contractions, initial-letter contractions cannot be used if they would overlap a prefix and a base/root word. Therefore, the contraction for *part* cannot be used in words where *par* is a prefix, as in *partake*, *partook*, and *parterre*.

Drill 19

Practice by brailleing the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words as usual.

ransom ransomed blossom blossomed handsome handsomer lonesome
lonesomest party partook partial parterre common commoner commonest
know knowledge acknowledge ought brought drought Houghton
honest gone honey alone abalone phonetics pioneer

1. Great Scott! You ought to know you cannot remain here forever without work or money.
2. Quick! Write the name and address on the letter because I'm late.
3. We haven't paid them yet because there can be no question of our right to insist upon the work being done promptly under the terms of the contract.
4. We were rather surprised to learn that many of our neighborhood boys had taken part in the street riots and that some had been named as instigators.

5. In these days of supersonic speed one can travel to any part of the world in little or no time at all.
6. To those who have character and a spirit of adventure the Navy is very appealing.
7. The young couple is about to purchase their first home with the help of their families, who both have above average incomes.
8. Unquestionably, the onerous task of participating in the ceremonies is too burdensome for me to assume.
9. The mothers and fathers first partook of a light lunch of biscuits and honey and tea and then went out onto the veranda and watched the youngsters turning somersaults and cartwheels.
10. Germany invaded Poland in September, 1939, whereupon the British, whose word had been pledged, proclaimed a state of war.
11. "Surely, m'lord, we can't seat the good Duchess below the salt!" said the pompous butler.

9.3 Preference for One-Cell Contractions [X.35.b]

Unless space can be saved, a one-cell contraction or two one-cell contractions are usually preferred over a two-cell contraction. Examples:

(st)on(ed)	[<i>not</i>]	(st)(one)d	adh(er)(er)	[<i>not</i>]	ad(her)e(r)
adh(er)(ed)	[<i>not</i>]	ad(her)e(d)	coh(er)(en)t	[<i>not</i>]	co(her)e(n)t
prison(er)	[<i>not</i>]	pris(one)r	(com)pon(en)t	[<i>not</i>]	(com)p(one)nt
ha(dd)ock	[<i>not</i>]	(had)dock	P(ar)(the)non	[<i>not</i>]	(Part)h(en)on

EXCEPTIONS:

Apartheid. The two-cell contraction for *part* is used in *apartheid* to indicate proper pronunciation, even though it uses more space. Ꞥ ꞥ Ꞧ ꞧ Ꞩ ꞩ Ɦ Ɜ Ɡ Ɬ Ɪ ꞯ Ʞ Ʇ Ʝ Ꭓ Ꞵ ꞵ Ꞷ ꞷ Ꞹ ꞹ Ꞻ ꞻ Ꞽ ꞽ Ꞿ ꞿ Ꟁ ꟁ Ꟃ ꟃ Ꞔ Ʂ Ᶎ Ꟈ ꟈ Ꟊ ꟊ Ɤ Ꟍ ꟍ ꟎ ꟏ Ꟑ ꟑ ꟒ ꟓ ꟔ ꟕ Ꟗ ꟗ Ꟙ ꟙ Ꟛ ꟛ Ƛ ꟝ ꟞ ꟟ ꟠ ꟡ ꟢ ꟣ ꟤ ꟥ ꟦ ꟧ ꟨ ꟩ ꟪ ꟫ ꟬ ꟭ ꟮ ꟯ ꟰ ꟱ ꟲ ꟳ ꟴ Ꟶ ꟶ ꟷ ꟸ ꟹ ꟺ ꟻ ꟼ ꟽ ꟾ ꟿ ꠀ ꠁ ꠂ ꠃ ꠄ ꠅ ꠆ ꠇ ꠈ ꠉ ꠊ ꠋ ꠌ ꠍ ꠎ ꠏ ꠐ ꠑ ꠒ ꠓ ꠔ ꠕ ꠖ ꠗ ꠘ ꠙ ꠚ ꠛ ꠜ ꠝ ꠞ ꠟ ꠠ ꠡ ꠢ ꠣ ꠤ ꠥ ꠦ ꠧ ꠨ ꠩ ꠪ ꠫ ꠬ ꠭ ꠮ ꠯ ꠰ ꠱ ꠲ ꠳ ꠴ ꠵ ꠶ ꠷ ꠸ ꠹ ꠺ ꠻ ꠼ ꠽ ꠾ ꠿ ꡀ ꡁ ꡂ ꡃ ꡄ ꡅ ꡆ ꡇ ꡈ ꡉ ꡊ ꡋ ꡌ ꡍ ꡎ ꡏ ꡐ ꡑ ꡒ ꡓ ꡔ ꡕ ꡖ ꡗ ꡘ ꡙ ꡚ ꡛ ꡜ ꡝ ꡞ ꡟ ꡠ ꡡ ꡢ ꡣ ꡤ ꡥ ꡦ ꡧ ꡨ ꡩ ꡪ ꡫ ꡬ ꡭ ꡮ ꡯ ꡰ ꡱ ꡲ ꡳ ꡴ ꡵ ꡶ ꡷ ꡸ ꡹ ꡺ ꡻ ꡼ ꡽ ꡾ ꡿ ꢀ ꢁ ꢂ ꢃ ꢄ ꢅ ꢆ ꢇ ꢈ ꢉ ꢊ ꢋ ꢌ ꢍ ꢎ ꢏ ꢐ ꢑ ꢒ ꢓ ꢔ ꢕ ꢖ ꢗ ꢘ ꢙ ꢚ ꢛ ꢜ ꢝ ꢞ ꢟ ꢠ ꢡ ꢢ ꢣ ꢤ ꢥ ꢦ ꢧ ꢨ ꢩ ꢪ ꢫ ꢬ ꢭ ꢮ ꢯ ꢰ ꢱ ꢲ ꢳ ꢴ ꢵ ꢶ ꢷ ꢸ ꢹ ꢺ ꢻ ꢼ ꢽ ꢾ ꢿ ꣀ ꣁ ꣂ ꣃ ꣄ ꣅ ꣆ ꣇ ꣈ ꣉ ꣊ ꣋ ꣌ ꣍ ꣎ ꣏ ꣐ ꣑ ꣒ ꣓ ꣔ ꣕ ꣖ ꣗ ꣘ ꣙ ꣚ ꣛ ꣜ ꣝ ꣞ ꣟ ꣠ ꣡ ꣢ ꣣ ꣤ ꣥ ꣦ ꣧ ꣨ ꣩ ꣪ ꣫ ꣬ ꣭ ꣮ ꣯ ꣰ ꣱ ꣲ ꣳ ꣴ ꣵ ꣶ ꣷ ꣸ ꣹ ꣺ ꣻ ꣼ ꣽ ꣾ ꣿ ꤀ ꤁ ꤂ ꤃ ꤄ ꤅ ꤆ ꤇ ꤈ ꤉ ꤊ ꤋ ꤌ ꤍ ꤎ ꤏ ꤐ ꤑ ꤒ ꤓ ꤔ ꤕ ꤖ ꤗ ꤘ ꤙ ꤚ ꤛ ꤜ ꤝ ꤞ ꤟ ꤠ ꤡ ꤢ ꤣ ꤤ ꤥ ꤦ ꤧ ꤨ ꤩ ꤪ ꤫ ꤬ ꤭ ꤮ ꤯ ꤰ ꤱ ꤲ ꤳ ꤴ ꤵ ꤶ ꤷ ꤸ ꤹ ꤺ ꤻ ꤼ ꤽ ꤾ ꤿ ꥀ ꥁ ꥂ ꥃ ꥄ ꥅ ꥆ ꥇ ꥈ ꥉ ꥊ ꥋ ꥌ ꥍ ꥎ ꥏ ꥐ ꥑ ꥒ ꥓ ꥔ ꥕ ꥖ ꥗ ꥘ ꥙ ꥚ ꥛ ꥜ ꥝ ꥞ ꥟ ꥠ ꥡ ꥢ ꥣ ꥤ ꥥ ꥦ ꥧ ꥨ ꥩ ꥪ ꥫ ꥬ ꥭ ꥮ ꥯ ꥰ ꥱ ꥲ ꥳ ꥴ ꥵ ꥶ ꥷ ꥸ ꥹ ꥺ ꥻ ꥼ ꥽ ꥾ ꥿ ꦀ ꦁ ꦂ ꦃ ꦄ ꦅ ꦆ ꦇ ꦈ ꦉ ꦊ ꦋ ꦌ ꦍ ꦎ ꦏ ꦐ ꦑ ꦒ ꦓ ꦔ ꦕ ꦖ ꦗ ꦘ ꦙ ꦚ ꦛ ꦜ ꦝ ꦞ ꦟ ꦠ ꦡ ꦢ ꦣ ꦤ ꦥ ꦦ ꦧ ꦨ ꦩ ꦪ ꦫ ꦬ ꦭ ꦮ ꦯ ꦰ ꦱ ꦲ ꦳ ꦴ ꦵ ꦶ ꦷ ꦸ ꦹ ꦺ ꦻ ꦼ ꦽ ꦾ ꦿ ꧀ ꧁ ꧂ ꧃ ꧄ ꧅ ꧆ ꧇ ꧈ ꧉ ꧊ ꧋ ꧌ ꧍ ꧎ ꧏ ꧐ ꧑ ꧒ ꧓ ꧔ ꧕ ꧖ ꧗ ꧘ ꧙ ꧚ ꧛ ꧜ ꧝ ꧞ ꧟ ꧠ ꧡ ꧢ ꧣ ꧤ ꧥ ꧦ ꧧ ꧨ ꧩ ꧪ ꧫ ꧬ ꧭ ꧮ ꧯ ꧰ ꧱ ꧲ ꧳ ꧴ ꧵ ꧶ ꧷ ꧸ ꧹ ꧺ ꧻ ꧼ ꧽ ꧾ ꧿ ꨀ ꨁ ꨂ ꨃ ꨄ ꨅ ꨆ ꨇ ꨈ ꨉ ꨊ ꨋ ꨌ ꨍ ꨎ ꨏ ꨐ ꨑ ꨒ ꨓ ꨔ ꨕ ꨖ ꨗ ꨘ ꨙ ꨚ ꨛ ꨜ ꨝ ꨞ ꨟ ꨠ ꨡ ꨢ ꨣ ꨤ ꨥ ꨦ ꨧ ꨨ ꨩ ꨪ ꨫ ꨬ ꨭ ꨮ ꨯ ꨰ ꨱ ꨲ ꨳ ꨴ ꨵ ꨶ ꨷ ꨸ ꨹ ꨺ ꨻ ꨼ ꨽ ꨾ ꨿ ꩀ ꩁ ꩂ ꩃ ꩄ ꩅ ꩆ ꩇ ꩈ ꩉ ꩊ ꩋ ꩌ ꩍ ꩎ ꩏ ꩐ ꩑ ꩒ ꩓ ꩔ ꩕ ꩖ ꩗ ꩘ ꩙ ꩚ ꩛ ꩜ ꩝ ꩞ ꩟ ꩠ ꩡ ꩢ ꩣ ꩤ ꩥ ꩦ ꩧ ꩨ ꩩ ꩪ ꩫ ꩬ ꩭ ꩮ ꩯ ꩰ ꩱ ꩲ ꩳ ꩴ ꩵ ꩶ ꩷ ꩸ ꩹ ꩺ ꩻ ꩼ ꩽ ꩾ ꩿ ꪀ ꪁ ꪂ ꪃ ꪄ ꪅ ꪆ ꪇ ꪈ ꪉ ꪊ ꪋ ꪌ ꪍ ꪎ ꪏ ꪐ ꪑ ꪒ ꪓ ꪔ ꪕ ꪖ ꪗ ꪘ ꪙ ꪚ ꪛ ꪜ ꪝ ꪞ ꪟ ꪠ ꪡ ꪢ ꪣ ꪤ ꪥ ꪦ ꪧ ꪨ ꪩ ꪪ ꪫ ꪬ ꪭ ꪮ ꪯ ꪰ ꪱ ꪲ ꪳ ꪴ ꪵ ꪶ ꪷ ꪸ ꪹ ꪺ ꪻ ꪼ ꪽ ꪾ ꪿ ꫀ ꫁ ꫂ ꫃ ꫄ ꫅ ꫆ ꫇ ꫈ ꫉ ꫊ ꫋ ꫌ ꫍ ꫎ ꫏ ꫐ ꫑ ꫒ ꫓ ꫔ ꫕ ꫖ ꫗ ꫘ ꫙ ꫚ ꫛ ꫜ ꫝ ꫞ ꫟ ꫠ ꫡ ꫢ ꫣ ꫤ ꫥ ꫦ ꫧ ꫨ ꫩ ꫪ ꫫ ꫬ ꫭ ꫮ ꫯ ꫰ ꫱ ꫲ ꫳ ꫴ ꫵ ꫶ ꫷ ꫸ ꫹ ꫺ ꫻ ꫼ ꫽ ꫾ ꫿ ꬀ ꬁ ꬂ ꬃ ꬄ ꬅ ꬆ ꬇ ꬈ ꬉ ꬊ ꬋ ꬌ ꬍ ꬎ ꬏ ꬐ ꬑ ꬒ ꬓ ꬔ ꬕ ꬖ ꬗ ꬘ ꬙ ꬚ ꬛ ꬜ ꬝ ꬞ ꬟ ꬠ ꬡ ꬢ ꬣ ꬤ ꬥ ꬦ ꬧ ꬨ ꬩ ꬪ ꬫ ꬬ ꬭ ꬮ ꬯ ꬰ ꬱ ꬲ ꬳ ꬴ ꬵ ꬶ ꬷ ꬸ ꬹ ꬺ ꬻ ꬼ ꬽ ꬾ ꬿ ꭀ ꭁ ꭂ ꭃ ꭄ ꭅ ꭆ ꭇ ꭈ ꭉ ꭊ ꭋ ꭌ ꭍ ꭎ ꭏ ꭐ ꭑ ꭒ ꭓ ꭔ ꭕ ꭖ ꭗ ꭘ ꭙ ꭚ ꭛ ꭜ ꭝ ꭞ ꭟ ꭠ ꭡ ꭢ ꭣ ꭤ ꭥ ꭦ ꭧ ꭨ ꭩ ꭪ ꭫ ꭬ ꭭ ꭮ ꭯ ꭰ ꭱ ꭲ ꭳ ꭴ ꭵ ꭶ ꭷ ꭸ ꭹ ꭺ ꭻ ꭼ ꭽ ꭾ ꭿ ꮀ ꮁ ꮂ ꮃ ꮄ ꮅ ꮆ ꮇ ꮈ ꮉ ꮊ ꮋ ꮌ ꮍ ꮎ ꮏ ꮐ ꮑ ꮒ ꮓ ꮔ ꮕ ꮖ ꮗ ꮘ ꮙ ꮚ ꮛ ꮜ ꮝ ꮞ ꮟ ꮠ ꮡ ꮢ ꮣ ꮤ ꮥ ꮦ ꮧ ꮨ ꮩ ꮪ ꮫ ꮬ ꮭ ꮮ ꮯ ꮰ ꮱ ꮲ ꮳ ꮴ ꮵ ꮶ ꮷ ꮸ ꮹ ꮺ ꮻ ꮼ ꮽ ꮾ ꮿ ꯀ ꯁ ꯂ ꯃ ꯄ ꯅ ꯆ ꯇ ꯈ ꯉ ꯊ ꯋ ꯌ ꯍ ꯎ ꯏ ꯐ ꯑ ꯒ ꯓ ꯔ ꯕ ꯖ ꯗ ꯘ ꯙ ꯚ ꯛ ꯜ ꯝ ꯞ ꯟ ꯠ ꯡ ꯢ ꯣ ꯤ ꯥ ꯦ ꯧ ꯨ ꯩ ꯪ ꯫ ꯬ ꯭ ꯮ ꯯ ꯰ ꯱ ꯲ ꯳ ꯴ ꯵ ꯶ ꯷ ꯸ ꯹ ꯺ ꯻ ꯼ ꯽ ꯾ ꯿ 가 각 갂 갃 간 갅 갆 갇 갈 갉 갊 갋 갌 갍 갎 갏 감 갑 값 갓 갔 강 갖 갗 갘 같 갚 갛 개 객 갞 갟 갠 갡 갢 갣 갤 갥 갦 갧 갨 갩 갪 갫 갬 갭 갮 갯 갰 갱 갲 갳 갴 갵 갶 갷 갸 갹 갺 갻 갼 갽 갾 갿 걀 걁 걂 걃 걄 걅 걆 걇 걈 걉 걊 걋 걌 걍 걎 걏 걐 걑 걒 걓 걔 걕 걖 걗 걘 걙 걚 걛 걜 걝 걞 걟 걠 걡 걢 걣 걤 걥 걦 걧 걨 걩 걪 걫 걬 걭 걮 걯 거 걱 걲 걳 건 걵 걶 걷 걸 걹 걺 걻 걼 걽 걾 걿 검 겁 겂 것 겄 겅 겆 겇 겈 겉 겊 겋 게 겍 겎 겏 겐 겑 겒 겓 겔 겕 겖 겗 겘 겙 겚 겛 겜 겝 겞 겟 겠 겡 겢 겣 겤 겥 겦 겧 겨 격 겪 겫 견 겭 겮 겯 결 겱 겲 겳 겴 겵 겶 겷 겸 겹 겺 겻 겼 경 겾 겿 곀 곁 곂 곃 계 곅 곆 곇 곈 곉 곊 곋 곌 곍 곎 곏 곐 곑 곒 곓 곔 곕 곖 곗 곘 곙 곚 곛 곜 곝 곞 곟 고 곡 곢 곣 곤 곥 곦 곧 골 곩

Haddock. The *dd* contraction is preferred over the *had* contraction in *haddock*. However, when the word is divided between braille lines, the *had* contraction is used.

The figure consists of two 5x5 grids representing the 15-puzzle. The left grid shows the initial state with tiles numbered 1-14 and a blank space. The right grid shows the final state after a sequence of moves.

Initial State (Left Grid):

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

Final State (Right Grid):

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

9.4 Digraphs [X.34.b.(5)]

A contraction is not used if its use would disturb the pronunciation of a digraph (when two letters are pronounced as one sound). Examples:

atmosph(er)e [not] atmsp(her)e Boone [not] Bo(one)

9.5 Choosing between Consecutive Contractions [X.35.c, XIV.45.f]

Where a choice must be made between two consecutive contractions, preference is given to the contraction that more nearly indicates correct pronunciation. Examples:

(wh)(er)(ever)	[<i>not</i>]	(where)v(er)
(wh)(er)e'(er)	[<i>not</i>]	(where)'(er)
mu(st)h	[<i>not</i>]	mus(th)
di(spirit)(ed)	[<i>not</i>]	(dis)pirit(ed)

9.6 Proper Names

Care should be taken when transcribing proper names. Initial-letter contractions should be used in proper names only when the transcriber is certain of the pronunciation. If the proper pronunciation cannot be determined, these contractions should not be used. Examples:

Use <i>many</i> in <i>Germany</i>	Do not use <i>had</i> in <i>Hades</i>
Use <i>part</i> in <i>Spartan</i>	Do not use <i>time</i> in <i>Mortimer</i>
Use <i>word</i> in <i>Wordsworth</i>	Do not use <i>ought</i> in <i>Houghton</i>
Use <i>lord</i> in <i>Gaylord</i>	Do not use <i>one</i> in <i>Hermione</i>
Use <i>right</i> in <i>Brighton</i>	Do not use <i>some</i> in <i>Somerset</i>

9.7 More Short-Form Words [XVI]

Following are six more short-form words to be memorized.

<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>
ac	according	brl	braille	o'c	O'clock or oclock
alw	always	(ch)n	children	p(er)h	Perhaps

Example:

According to Dad, children who read braille always say that nine o'clock is a good time to go to bed—or perhaps later!

Drill 20

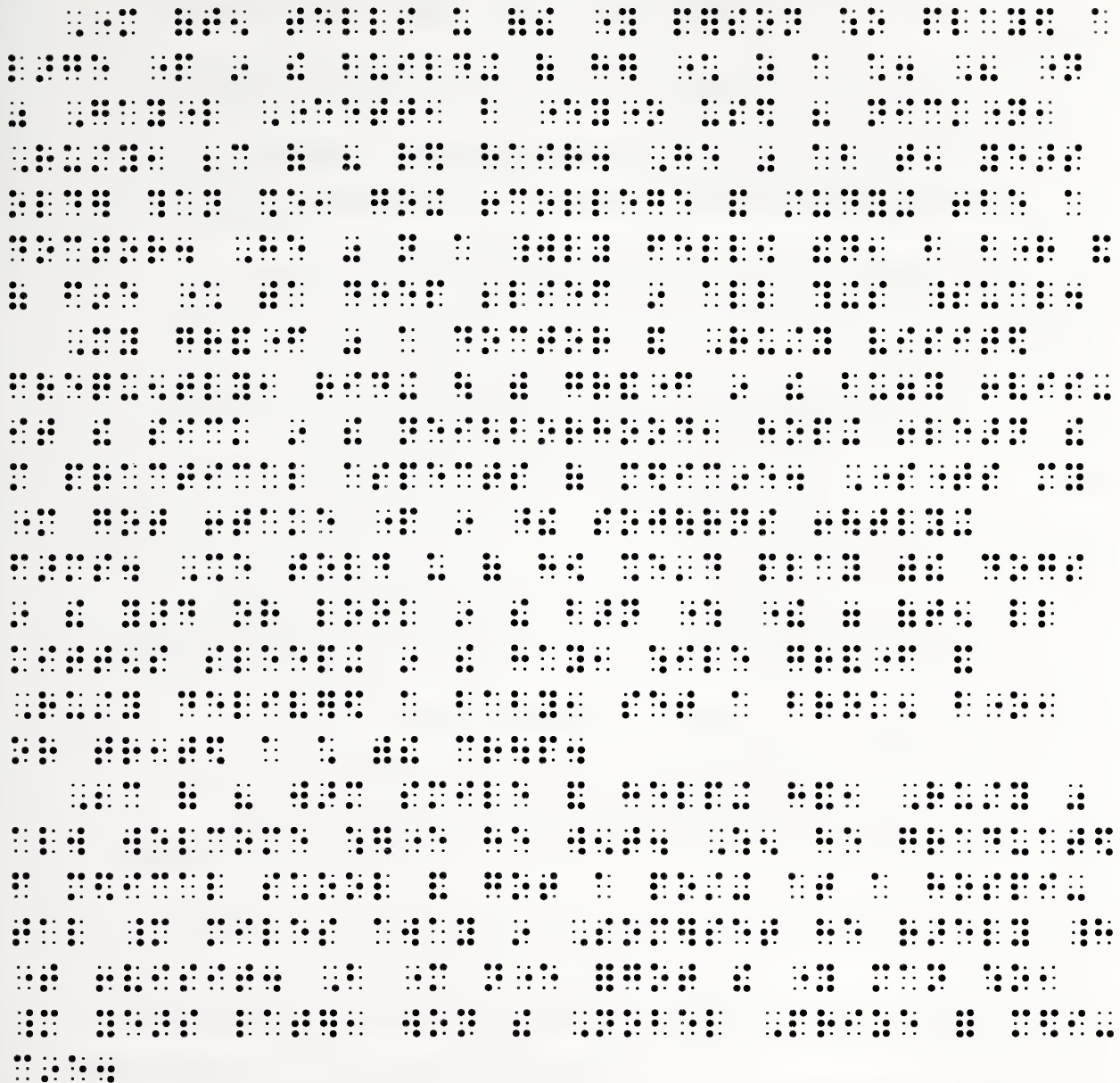
Practice by brailleing the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words as usual.

stone stoned stoning phone phoned coherent sphere atmosphere hemisphere
heretic heresy adhered adhere under thunder launder name named enamel
Germany fright right-handed Brighton Mortimer centimeter Hades hadji

1. Beverly comforted her small brother by saying, "Don't be dispirited. Mother said in her letter that she and Father will take us fishing one day soon."
2. "Upon my word! How can you ever forget the words of 'The Lord's Prayer'?" Grandmother scolded young Gaylord.
3. According to our teacher, everyone ought to take some time each day for reading because to read is to know.
4. We hope that the party and the braille book of world maps will be a big surprise for Grandfather, whose birthday we will celebrate at two o'clock next Friday.
5. Ever since he came into money, he thought he'd be treated like a king every day wherever he went.
6. The characteristics of the adult are inherent in the chromosomes of the embryo.
7. Through the untimely death of the doughty captain the entire ship was plunged into an atmosphere of gloom.
8. The professor reluctantly acknowledges that perhaps those students who cannot make a good grade need more time to complete their theses, but questions their right to protest.
9. Wordsworth referred to the skylark as the "Ethereal Minstrel, pilgrim of the sky."
10. Eight-year-old Thaddeus began his Mother's Day poem with: "Where'er I wander, where'er I roam, I sit there and ponder on Mother and home."
11. Daniel Boone worked hard to erect a fort at Boonesboro.
12. He is the handsomest little boy in the class and therefore he is always teased and chased by the little girls.
13. The housemother admonished the girls and told them severely that she was not about to serve dessert until the finnan haddie had been eaten.
14. His feverish dreams were haunted by these shadowy figures of children from out of his past.
15. To children the arrival of Santa Claus is pure delight.

Reading Practice

See print version in Appendix A.



EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 9

1. Yesterday, at eight o'clock, Mortimer started to work on his first part-time job for his father-in-law.
2. The name of Lord Nelson, who defeated the French fleet at Trafalgar, is revered by the British people.
3. Some of the questions in the questionnaire had to be answered "yes" or "no."
4. To say that wherever he went he was under the close scrutiny of the police is not quite right.
5. The youngsters are planning a big surprise for their father for Father's Day.
6. Though lonesome and frightened, the young lad was none the worse for the night spent in the woods.
7. "One has to spend according to one's income—you cannot go on forever spending more money than you earn," said Aunt Hedda, always giving advice.
8. Here and there the sun peeped through the clouds, creating little shadows.
9. I don't know whether or not I want to go to Germany, as I don't understand a word of the language.
10. "How many guests do you expect at the party?" asked the spirited young man.
11. One of the outstanding characters in the play is a typical man of the world who reads braille.
12. "These are the times that try men's souls," wrote Tom Paine.
13. Those whose houses are made of glass ought not to throw stones.
14. Many good fairy tales start with the words "Once upon a time."
15. Rebecca's letter said that several cases of typhoid fever were reported in the flooded area.
16. It has been said that one might move the world with a lever if he had something to rest it upon.
17. He continued to adhere to his beliefs even though he was about to be condemned as a heretic.
18. Those of us whose lives are spent in the Western Hemisphere know little of life in the Orient.
19. Margaret Thatcher was the acknowledged leader of the British Conservative Party, and in her time was one of the most commanding women in the world.
20. Sarah was unable to smother a yawn as James continued to recite the boring particulars of his journey.
21. To this day the name of Daniel Boone is familiar to every Kentuckian.

22. Mrs. Hadley was impressed with the beauty of the Parthenon.
23. Chelsea loved Paris where she got great buys, including a miniature sword for which she paid only a few centimes.
24. Sir Francis Drake began his maritime career by plundering Spanish galleons.
25. Because money laundering is illegal it is always done in secret.
26. Many doctoral theses involve hard and painstaking work.
27. The old abandoned enamelworks is being leased for a new factory.
28. The copyright for this book is owned by Houghton Mifflin Co.
29. PARADISE LOST by John Milton tells of Lucifer's fall from ethereal splendor to the underworld of Hades.
30. Perhaps I will buy a new stove because my old-time gas range is not equipped with a timer.
31. My grandmother had saved enough coupons for a handsome new set of luggage.
32. Throughout the '30s, known as the drought years, many farmers were hard-pressed for money.
33. John Paul Jones was one of the early pioneers of the American Navy.
34. Abraham Lincoln was known by the nickname "Honest Abe."
35. Whereas Colonel Doubleday cherished the family heirlooms even though they had no monetary value, his wife regarded them with disdain.
36. Just above Glasgow is one of the handsomest villas in Scotland, which has been purchased by the baronet.
37. Spring had arrived early, and the lovely anemones had blossomed in the nearby woods.
38. One's hereditary characteristics are determined by his chromosomes.
39. His lordship, a real character, partook generously of the sparkling beverage and fell into a deep reverie.
40. The response from the prisoner of war to the chaplain's words of solace was incoherent.
41. Everett was too dispirited to participate in the holiday festivities.
42. OF HUMAN BONDAGE was one of W. Somerset Maugham's earliest successes.
43. Wherever he goes he orders haddock or swordfish.
44. Quick, duck down here below the wall so mother cannot find us.
45. His gift to the children is a little below average as he is not as prosperous now as he has been heretofore.
46. "Going! Going! Gone!" shouted the young seller of the valuable mother-of-pearl brooch.

Lesson 10

Final-Letter Contractions, More Short-Form Words

10.1 Final-Letter Contractions [XV.46]

10.1a In general. Final-letter contractions are two-cell contractions that are formed by preceding the final letter of common letter combinations by dots 4-6, dots 5-6, or dot 6. The following is a complete list of these contractions. Note that in each column the contractions are listed alphabetically using the last letter of the letter grouping.

<u>Dots 4-6</u>	<u>Dots 5-6</u>	<u>Dot 6</u>
-ound ::::	-----	-----
-ance ::::	-ence ::::	-----
-----	-ong ::::	-----
-----	-ful ::::	-----
-sion ::::	-tion ::::	-ation ::::
-less ::::	-ness ::::	-----
-ount ::::	-ment ::::	-----
-----	-ity ::::	-ally ::::

Dots 4-6 also form the italic sign, dots 5-6 the letter sign (both to be studied later), and dot 6 the capital sign. These composition signs nearly always appear at the beginning of a word. To avoid confusion with these composition signs, final-letter contractions are used *only in the middle or at the end* of a word or name. Examples:

(ar)(ound)	b(ound)(ar)y	assi(st)(ance)	(ch)(ance)llor
preci(sion)	proces(sion)al	hope(less)	b(less)(ed)
c(ount)	m(ount)a(in)	provid(ence)	h(ence)(for)(th)
(be)l(ong)	m(ong)rel	hope(ful)	fai(th)(ful)ly
(con)(st)itu(tion)al	edi(tion)	firm(ness)	T(en)(ness)ee
me(ment)o	(com)(ment)	cav(ity)	p(ity)(ing)
(st)(ation)(ar)y	n(ation)	re(ally)	r(ally)(ing)
L(ance)	Fr(ance)s	Sp(ence)r	S(ally)

They are also used when they appear at the beginning of a line in a divided word. Thus:

reli-	vital-	hope-	funda-	proposi-
(ance)	(ity)	(less)(ness)	(ment)al	(tion)

However, final-letter contractions are never used in words such as *ancestor*, *lesson*, *encephalitis*, *fulfill*, *mental*, and other words where the letters of the contractions occur at the beginning of the word.

10.1b Part words only. Final-letter contractions are used for parts of words only. They cannot be used for whole words such as *less*, *ally*, or *Sion*.

10.1c Base word and a prefix. When a word begins with the letters of one of these contractions, the contraction cannot be used. When a prefix is added to such a word the final-letter contraction is still not used, even if it is divided between braille lines, for to do so would change the usual appearance of the base word. Examples:

lesson	unlesson(ed)	un- lesson(ed)	fulfill	unfulfill(ed)	un- fulfill(ed)
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As you learned in Lesson 7, when a prefix is added to a word that starts with *con*, the contraction for *con* cannot be used. In order to facilitate easy recognition and pronunciation in such words as *incongruous* and *uncongealed*, where the *con* contraction is not used, the contraction for *ong* is not used either. Thus:

(con)gru(ou)s (in)congru(ou)s (con)g(ea)l(ed) uncong(ea)l(ed)

- Note: Some words, such as the word *unless*, are deceptive. Although this word might appear to be a base word plus a prefix, it is not. The origin of *unless* is the Middle English word *onlesse*, which is one word and therefore the contraction for *less* is used.

$$\begin{pmatrix} \bullet & \cdot & \bullet & \bullet & \cdot & \bullet & \bullet \\ \cdot & \cdot & \cdot & \bullet & \cdot & \bullet & \cdot \\ \bullet & \bullet & \bullet & \cdot & \cdot & \bullet & \cdot \end{pmatrix}$$

10.1d Base word and a suffix. When a contraction would overlap a root/base word and a suffix, a final-letter contraction cannot be used. Examples:

fruity squally (ch)iefta(in)ess citiz(en)ess

- Note that when a suffix is added to *chieftain* and *citizen* the retention of the final contraction in the base word preserves the usual braille form of the word.

EXCEPTION: Some easily-read words do not follow this rule and use the final-letter contraction even though it overlaps the base word and the suffix. Examples:

equ(ally)	tot(ally)	actu(ally)	visu(ally)
b(ar)o(ness)	lio(ness)	gov(er)(ness)	

10.1d(1) -ation. The contraction for *ation* is used in preference to the *a* and *tion* signs in words like *station* and *application* because it saves more space. However, where it is necessary to divide such words between lines and there is room for the *a* on the first line, the contraction for *tion* is used on the following line. Examples:

(con)c(en)tra-	radia-	devia-	(in)vita-
(tion),	(tion).	(tion)s	(tion)al

10.2 More Short-Form Words [XVI]

Following are six more short-form words to be memorized.

<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>
acr	across	alm	almost	m(st)	must
al	also	imm	immediate	nec	necessary

Example:

It is necessary for you to look across the street carefully because of an almost immediate danger from fast traffic, and you must also warn the others.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠
 ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠
 ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

Drill 21

Practice brailleing the following sentences.

1. He found it necessary but very difficult to dance with Sally.
2. Congress established the Department of Agriculture May 5, 1862.
3. The coroner came to the conclusion that death must have occurred here below the stairs, somewhere around three o'clock in the morning.
4. "Counting the population is known as census-taking," explained the teacher.
5. The stern old judge simply will not countenance reckless driving because it almost always ends in injury or death.
6. In the poem "Each In His Own Tongue," the author reconciles the views of science and religion.
7. The blessing was offered on the shores of beautiful Lake Como, across the bay from the little chapel.
8. When the first witness was removed, it was a great pity that the second witness also lost all semblance of self-control and had to be literally dragged from the courtroom.
9. We hope that the new lessee of the corner building, who has paid his rent in advance, will be less of a nuisance than the former one.
10. Britain was a faithful ally of the United States during two world wars.
11. His letter says that Lawrence did not have encephalitis, as the doctors feared, and that he is now fully recovered and about to visit the children.
12. The ancestors of many Americans arrived in this country as penniless immigrants and had an immediate need for jobs and land.

- 13. Dorothea Dix was instrumental in improving the conditions within mental institutions.
- 14. There were no mountains, just a steady up and down-ness to the terrain.
- 15. At last he recognized the mournful sound in the distance and gasped: "O Gawd! the blood'ound is on my trail!"
- 16. The old Tennessee mountaineer was wholly unlessoned in the refinements of polite society.
- 17. "Above all, I must extend my very warmest congratulations to the new grandfather," he chuckled as he grasped the hand of his lifelong comrade.
- 18. Thenceforth the squally weather continued without interruption for three days.
- 19. The hoity-toity governess glanced scornfully at the conglomeration of toys littering the child's bedroom and said, "Perhaps it's time we tidied up here."
- 20. "That was good; you are very quick and parried the blow with the agility of an experienced fencer," said the fencing instructor.

Reading Practice

See print version in Appendix A.

13. Dorothea Dix was instrumental in improving the conditions within mental institutions.

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The following exercise is for submission to the instructor.
 Prepare the following exercise for submission to the instructor.
 LESSON 10
 1. An ounce of prevention is worth a pound of cure.
 2. "All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts."
 3. "It's always true, new occasions teach new duties," pontificated grandmother.
 4. "If necessary, I can cite countless instances in which capital punishment has resulted in the execution of the wrong man," orated the defense attorney.
 5. Fortunately, he had the presence of mind to first call the fire department even though it was about three o'clock in the morning.
 6. He ruthlessly casts people aside as soon as they have outworn their usefulness.
 7. In order to avoid a bumpy flight we must get above the thunderclouds.
 8. Thomas Jefferson drafted the Declaration of Independence virtually unaided.
 9. Benjamin Franklin was instrumental in persuading France to become an ally of the United States.
 10. She had a great love for acting and faithfully performed even when she didn't get paid.
 11. Clarence usually arrived late at the office; nevertheless he managed to put out his full quota of work.
 12. The letter said that Spencer's ancestors were among the early settlers of Tennessee.
 13. The lessons learned through experience make a lasting impression.
 14. The new institution will specialize in the treatment of encephalitis.

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 10

1. An ounce of prevention is worth a pound of cure.
2. "All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts."
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12. The letter said that Spencer's ancestors were among the early settlers of Tennessee.
13. The lessons learned through experience make a lasting impression.
14. The new institution will specialize in the treatment of encephalitis.

15. Hercules shot Nessus with a poisoned arrow for trying to abduct his wife.
16. Terrence's mental capacity verges upon imbecility.
17. Accused persons are protected from self-incrimination by the Fifth Amendment of our Constitution.
18. Can you braille this recipe for Quick Banana Bread and have it ready for Sally on Tuesday?
19. Allyson was especially fond of her little pet mongoose.
20. The bewildered Londoner inquired of a passer-by on Pennsylvania Avenue, "I say, which is the street to the Greyhound Bus Station?"
21. The only person we encountered was a disreputable-looking fellow, who spoke in a mongrel tongue that sounded like nothing we had ever heard.
22. According to the announcement, our flight is cancelled on account of poor visibility over the mountains.
23. The recreational facilities of the playground have really undergone some major improvements.
24. Because her skills are below average, Frances cannot pass our course in business administration unless she has some special instruction.
25. The Baroness served a beverage with a good fruity flavor.
26. His dreams of romance remained wholly unfulfilled until he met the beautiful French countess.
27. Since her husband's election to Congress she has become rather hoity-toity—and her children are even worse!
28. Every weekend an incongruous conglomeration of guests descends upon her woefully overcrowded country house.
29. When he came riding across the bridge and into the village no one knew whence he had come or anything else concerning his background.
30. The committee will study the recommendations of the Treasury Department experts and an immediate response will be sent to the president.
31. Four columns advanced toward the city from without, and a fifth column cooperated from within.
32. Just a short time ago, science seemed almost powerless in finding a cure for cancer.
33. Perhaps we can make an excursion into the country on Sunday.
34. The tribe was governed by a chieftainess who dispensed justice swiftly and impartially.
35. Martha also has applied for the position of governess that was advertised in the Sunday edition of the Times.

Lesson 11

Short-Form Words Proper Names

11.1 In General [XVI.47]

Following is a list of all the short-form words used in braille including the twenty-four studied in earlier lessons (in italics). The words in this list have been grouped together in order to facilitate learning through association. A complete alphabetical list of all short-form words can be found in Rule XVI of the official literary code, *English Braille American Edition 1994*.

* Starred words have special rules.

<u>Short-Form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>
<i>ab</i>	<i>about</i>	*fr	friend	hm	him
<i>abv</i>	<i>above</i>	<i>gd</i>	<i>good</i>	hmf	himself
<i>ac</i>	<i>according</i>	<i>grt</i>	<i>great</i>	xs	its
<i>acr</i>	<i>across</i>	<i>imm</i>	<i>immediate</i>	xf	itself
*af	after	<i>lr</i>	<i>letter</i>	yr	your
afn	afternoon	<i>ll</i>	<i>little</i>	yrf	yourself
afw	afterward	<i>m(st)</i>	<i>must</i>	yrvs	yourselves
ag	again	<i>nec</i>	<i>necessary</i>	h(er)f	herself
ag(st)	against	<i>o'c</i>	<i>o'clock or oclock</i>	myf	myself
<i>alm</i>	<i>almost</i>	<i>pd</i>	<i>paid</i>	(one)f	oneself
alr	already	<i>p(er)h</i>	<i>perhaps</i>	(ou)rvs	ourselves
<i>al</i>	<i>also</i>	<i>qk</i>	<i>quick</i>	(the)mvs	themselves
al(th)	although	<i>sd</i>	<i>said</i>	(th)yf	thysf
alt	altogether	tgr	together	dcl	declare
<i>alw</i>	<i>always</i>	cd	could	dclg	declaring
(be)c	<i>because</i>	(sh)d	should	rjc	rejoice
(be)f	before	wd	would	rjcg	rejoicing
(be)h	behind	ei	either	(con)cv	conceive
(be)l	<i>below</i>	nei	neither	(con)cvg	conceiving
(be)n	beneath	m(ch)	much	dcv	deceive
(be)s	beside	s(ch)	such	dcvg	deceiving
(be)t	between	td	today or to-day	p(er)cv	perceive
(be)y	beyond	tn	tonight or	p(er)cvg	perceiving
*bl	blind		to-night	rcv	receive
<i>brl</i>	<i>braille</i>	tm	tomorrow or	rcvg	receiving
(ch)n	<i>children</i>		to-morrow		
<i>f(st)</i>	<i>first</i>				

11.3b Short-form words with a prefix. In general, prefixes can be added to short-form words. Examples:

necessary	unnecessary	friend	befriend	paid	unpaid
⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	⠠⠠	⠠⠠⠠	⠠⠠	⠠⠠⠠⠠

11.3c Short-form words with a suffix. In some words, in order to add a suffix, the final *e* is dropped or the final *y* is changed to an *i*. When this happens to a word that has a short form in braille, the short-form word cannot be used—to do so would result in a misspelling. Examples:

declare	⠠⠠⠠⠠	declaration	⠠⠠⠠⠠⠠⠠⠠⠠	[not] dcl(ation)
conceive	⠠⠠⠠⠠	conceivable	⠠⠠⠠⠠⠠⠠⠠⠠⠠	[not] (con)cva(ble)
necessary	⠠⠠⠠⠠	necessarily	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	[not] necly

When a word ending in an *e* is changed by the addition of *d* or *r*, as in *received* or *receiver*, the short-form word is used as it keeps its original meaning. To prevent doubling the *e* in such words, be certain that only the single letter, *d* or *r* is added—not the *ed* or *er* contraction. Examples:

declared	⠠⠠⠠⠠⠠	[not] dcl(ed)	rejoiced	⠠⠠⠠⠠⠠	[not] rjc(ed)
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- When in print *ing* is added to the words *declare*, *rejoice*, *conceive*, *deceive*, *perceive*, or *receive* there may be a temptation in braille to simply add the *ing* contraction to the short form, but to do so would result in a misspelling. Note that there are special short forms for these words ending in *ing*.

11.4 In Compound Words

Short-form words are used when the words they represent are joined with other words to form solid and hyphenated compound words. Examples:

roundabout	⠠⠠⠠⠠⠠⠠	aforesaid	⠠⠠⠠⠠⠠⠠
grandchildren	⠠⠠⠠⠠⠠⠠⠠	hereafter	⠠⠠⠠⠠
inasmuch	⠠⠠⠠⠠⠠⠠	in-between	⠠⠠⠠⠠⠠⠠
do-gooder	⠠⠠⠠⠠⠠⠠	do-it-yourselfer	⠠⠠⠠⠠⠠⠠⠠⠠⠠

11.5 Special Rule for *after*, *blind*, and *friend* as Part Words [XVI.47.f]

These three words, when used as parts of words, are governed by the same rules as all the other short-form words if a consonant or a hyphen follows them. Examples:

afterbirth	⠠⠠⠠⠠⠠⠠	after-shave	⠠⠠⠠⠠⠠⠠⠠
blindness	⠠⠠⠠⠠	friendship	⠠⠠⠠⠠⠠

11.8 Short-Form Words In Proper Names [XVI.47.b]

Short-form words are used to represent an *entire* word in a proper name only—never just part of a word. Examples:

(Little), Br(ow)n (and) Co.	Jimmy Doolittle
Cape of (Good) Hope	Goodye(ar) Tire (and) Ru(bb)(er) Co.
(Quick), Nebraska	Quicksburg, Virg(in)ia
Goodwife [<i>or</i>] Goody Br(ow)n	Goodman (Ed)w(ar)d
(Little)'s Cafe	(Children)'s Press

- Notice that titles, even archaic ones like *Goodwife*, *Goody*, and *Goodman*, are considered part of the name and the same rule applies. Note also that short forms are used for whole proper names when they are followed by an apostrophe.

Within titles, common words that have short forms are contracted as usual. Proper names within titles must follow the rule above. Examples:

[*book title*] The Greats in Aviation: Lindbergh and Doolittle

[book title] Louis Braille's Story of Blindness and Braille

11.9 Summary of Contractions Used in Proper Names

Caution must be exercised when using contractions in proper names. Pronunciations vary widely, and if you do not know and cannot find out the correct pronunciation of a name, it may be best not to use a contraction. For example, which is correct: Fran/cone or Fran/co/ne? Be/vers or Bev/ers? (When in doubt, spell it out!)

An effort has been made to include in the following list and the word list given in Appendix B of this manual as many proper names as possible that typify problems that may be encountered. Biographical and geographical dictionaries giving known pronunciations for thousands of proper names are available in bookstores and libraries.

In general, all of the rules that you have learned in the preceding lessons apply to the use of contractions in proper names. In the following list, names have been grouped under the rule that governs the possible contractions in them. Some of the examples used could be applied to more than one rule.

- A. Same Syllable Rule [X.34.a(1)]. When all of the letters of a contraction fall in the same syllable the contraction is used.

Wright  Go/tham 
Ben/tham Cor/inth

- B. Minor Syllable Division Rule [X.34.a(2)]. Contractions are used when they overlap a minor syllable division.

Mac/e/do/nia ::::: Dun/e/din ::::: Re/no :::::
 Van/der/bilt ::::: Swe/den ::::: I/o/wa :::::

- C. Prefix with Base/Root Word Rule [X.34.b(2)(3)]. A contraction is not used when it would overlap a major syllable division between a prefix and a base or root word.

Ben/e/dict ::::: Van/dyke :::::

- D. Suffix with Base/Root Word Rule [X.34.b(2)]. A contraction is not used when it would overlap a major syllable division between a suffix and a base or root word.

Len/in/grad ::::: Stal/in/grad :::::
 Bun/des/tag ::::: Kungs/holm :::::
 Rud/is/heim ::::: Her/ges/heim/er :::::
 Reichs/tag :::::

- E. Solid (Unhyphenated) Compound Word Rule [X.34.b(4)]. A contraction is not used when it would overlap base words that are joined to form an unhyphenated compound word.

Charles/town ::::: Lime/dale :::::

- Note: Because the name *Charlestown* is a compound word, the *st* contraction cannot be used. However, in the easily recognized shortened form, *Charleston*, the *st* contraction is used. Other examples:

Evan(st)on Bo(st)on K(ing)(st)on

- F. Hyphenated Compound Word Rule. Although Rule XI.36.a. says that one-cell, whole-word contractions may be joined to other words by the hyphen to form genuine hyphenated compound words, it is suggested that for clarity they not be used in hyphenated proper names.

Sue Packard-More ::::: :::::

In the case of *Chou En-lai*, although there is no specific rule that would prevent the use of the part-word contraction for *en*, for clarity it is not used. (:::::)

- G. Digraph and Trigraph Rule [X.34.b(5), XIII.42.c]. Do not use a contraction if it would disturb the pronunciation of a digraph or trigraph.

Boone ::::: Fontainebleau :::::

H. Diphthong Rule [V.25]. The letters comprising the diphthongs *ae* and *oe* should not form part of a contraction.

Phoenix ⠠⠏⠢⠠⠠⠠⠠⠠⠠⠠⠠

Goering ⠠⠠⠠⠠⠠⠠⠠⠠

Roederer ⠠⠠⠠⠠⠠⠠⠠⠠

Koenig ⠠⠠⠠⠠⠠⠠⠠⠠

Baer ⠠⠠⠠⠠⠠

Baedeker ⠠⠠⠠⠠⠠⠠⠠⠠⠠

I. Adjoining Consonants Rule [X.34.b(6)]. A contraction is not used when two adjoining consonants are pronounced separately.

Shanghai ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Gingold ⠠⠠⠠⠠⠠⠠⠠⠠

Wingate ⠠⠠⠠⠠⠠⠠⠠

J. Difficulty in Pronunciation Rule [X.34.b(7)]. Do not use a contraction or short-form word if it would cause difficulty in pronunciation.

Wen/ces/laus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Port Sa/id ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Ha/dri/an ⠠⠠⠠⠠⠠⠠⠠⠠

Cas/tle/reagh ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The/rese ⠠⠠⠠⠠⠠⠠⠠

Don/e/gal ⠠⠠⠠⠠⠠⠠⠠⠠

K. *gh*, *sh*, *th* in Proper Names Rule [XII.38.e]. In proper names, when the letters *gh*, *sh*, and *th* are pronounced as one sound, they are contracted. If a syllable division occurs between them, they are not contracted.

Brig/ham ⠠⠠⠠⠠⠠⠠⠠⠠

Chat/ham ⠠⠠⠠⠠⠠⠠⠠⠠

Chis/holm ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Town/shend ⠠⠠⠠⠠⠠⠠⠠⠠⠠

L. One-Cell Whole-Word Contraction Rule [XI. 36.c]. These contractions are used for whole proper names only — and may be followed by an apostrophe and *s*.

Julia Child ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Sandy Childs ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Dan Rather's News Hour ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Baltimore ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

M. One-Cell Part-Word Contraction Rule [XII.38.a, d]. The contractions for *ing* and *ble* cannot begin a name. Part-word signs that have no whole word meaning are contracted when they stand alone.

In/ge [or] Inge ⠠⠠⠠⠠⠠

Blev/in ⠠⠠⠠⠠⠠⠠

Ed ⠠⠠⠠

N. *to*, *into*, *by* Rule [XIII.41.d]. These contractions cannot be used as proper names.

Colonel By ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

David To ⠠⠠⠠⠠⠠⠠⠠⠠⠠

- O. *ea* and the Double Letter Contractions Rule [XIII.42, 42.c]. These contractions are used only in the middle of a name. Preference is given to other contractions over *ea* and the double letter contractions.

Seattle	⠠⠠⠠⠠⠠⠠⠠⠠	Minneapolis	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Sheffield	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Armageddon	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Easter Island	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		

- P. *be, con, dis* Rule [XIII.43, 43.b]. As long as these contractions constitute a syllable, they are used following an apostrophe. They are also used for the first syllable of a name following a prefix such as Mac or Mc.

MacCon/nell	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Ber/ing Sea	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
O'Be/mis	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Dis/rae/li	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Beh/ring	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Be/a/trice	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- Q. *com* Rule [XIII.44]. When *com* is capitalized, the contraction may be used in a name following Mac or Mc. The letters *com* need not form a syllable.

MacCommack	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Sam McComb	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
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- R. Initial-Letter Contraction Rule [XIV.45, 45.a]. These contractions are used in names only when they retain their original pronunciation and follow all other rules for initial-letter contractions.

Everett	⠠⠠⠠⠠⠠⠠⠠⠠	Mortimer	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Ca/pone	⠠⠠⠠⠠⠠⠠⠠⠠⠠
Beverly	⠠⠠⠠⠠⠠⠠⠠⠠⠠	Houghton	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Germany	⠠⠠⠠⠠⠠⠠⠠⠠⠠
Dayton	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Her/mi/o/ne	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Mo/net	⠠⠠⠠⠠⠠⠠⠠⠠⠠

- S. Final-Letter Contraction Rule [XV.46]. Use these contractions only in the middle or at the end of a name. They cannot be used for a whole name.

Lawrence	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Frances	⠠⠠⠠⠠⠠⠠⠠⠠⠠	Sally	⠠⠠⠠⠠⠠⠠
Tennessee	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Loch Ness	⠠⠠⠠⠠⠠⠠⠠⠠⠠		

- T. Short-Form Word Rule [XVI.47.b, 47.g]. Within proper names, shortform words are used only for whole words.

Great Britain	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Jo Goodwin	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Bisquick	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Little Bighorn	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

A letter sign (to be studied in the next lesson) is necessary if a name could be misread as a short-form word. [XVI.47.i]

El Al	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	Al-Furat	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
-------	------------	----------	------------------

• Note: For readability, it is recommended that short-form words not be used in hyphenated compound proper names. Example:

Mary Good-Friend	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
------------------	----------------------

Drill 22

Braille the following words. Treat each numbered line as a new paragraph. Leave three blank cells between each word. *Divide words at the end of the line where possible.* Repeat this drill until you are comfortable with the short-form words and their variations.

1. about abouts gadabout stirabout about-face hereabout thereabout roustabout
roundabout whereabouts
2. above below above-mentioned aboveboard aboveground belowground
3. according accord accordingly
4. across across-the-board
5. after afternoon afterward after-hours hereafter rafter aftereffects afterwards
aftershock aftereffects afterbirth after-shave
6. again against once-again
7. almost already also always also-ran
8. although though through thorough thought
9. altogether together togetherness
10. because before beforehand behind become beneath hereinbefore befit
befuddle between beside hereinbefore began besides begin in-between behold
beyond
11. blind braille blindness brailist blinded? blinders brailled Louis Braille
brailier braillewriter blindfold
12. children child childlike children's grandchildren childless
13. conceive conceiving preconceive misconceived conceivable
14. could would would've should shoulder could've shouldn't
15. deceive deceiving deceived deceptively deceiver deceives
16. declare declaring declared declaration declares declarer declarable
17. first first-born firstly firsthand first-class
18. friend friendly befriending friends befriended! friendship friendless
befriend befriended befriends
19. either neither either-or
20. good goodhearted do-gooder Goodwill good-by goodness goody-goody
21. great greats not-so-great greatest greatcoat greater Great Salt Lake
22. her herself him himself hm!
23. your yourself yourselves do-it-yourselfer
24. them themselves thy thyself
25. it its itself it's it'd it'll
26. one oneself our ourselves my myself

27. immediate immediately immediacy immediateness
28. letter bloodletter letterhead letterman Letterman lettering
29. little belittle Little Rock littler littlest littleneck
30. much such must musty suchlike most mustache mustang inasmuch
mustn't muster
31. necessary necessarily unnecessary necessities
32. o'clock oclock
33. paid unpaid prepaid paid-in-full
34. perceive perceiving unperceivable unperceived
35. perhaps perchance
36. quick quicken quick-freeze quickie quicksand Bisquick
37. receive receiving rejoice rejoicing rejoiced receivership rejoiceful
38. said aforesaid Port Said unsaid
39. today tomorrow tonight tomorrow-night today's

Reading Practice

See print version in Appendix A.

This image displays a highly detailed, abstract black and white pattern. It consists of a dense arrangement of small, irregular shapes, including dots, lines, and clusters of dots, creating a complex, textured appearance. The pattern is distributed across the entire frame, with varying densities and arrangements of the small elements, giving it a sense of depth and complexity. The overall effect is reminiscent of a microscopic view of a material or a dense, textured surface.

[The format for brailled letters of correspondence will be studied in Lesson 13.]

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 11



1. The hearing before the subcommittee on the Goodman Bill could be characterized as "much ado about nothing."
2. According to the plans made yesterday afternoon, the union is declaring a strike tomorrow morning at ten o'clock.
3. He perceived that this project would entail the expenditure of funds far above and beyond his means.
4. "Know thyself," Socrates admonished.
5. It is difficult today to conceive of the fears that beset the sailors of Columbus as they sailed across the unknown ocean.
6. "Love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth."
7. Braille was not officially adopted as a system of reading and writing for the blind until after the death of Louis Braille, its inventor.
8. "There is a vanity which is done upon the earth; that there be just men, unto whom it happeneth according to the work of the wicked; again, there be wicked men, to whom it happeneth according to the work of the righteous; I said that this also is vanity."
9. Although Representative Doolittle voted against the measure, he said afterwards that he would support it if it became law.
10. It is almost impossible to get an interview with Mr. Truegood since he is almost always out of town.
11. The Pirates were already behind by three runs when Bob Friend came to the mound.
12. He was altogether beside himself with rage when he first discovered that he had been deceived by his friend.
13. He felt it below his station to work in the receiving room.
14. Conceiving of a plan to defraud the bank is easy enough; deceiving the boss isn't!
15. Because of other business, I was unable to give your letter my immediate attention.
16. Either this bill must be paid within the next week or our attorneys will receive instructions to prepare the necessary papers for suit.
17. Perhaps Sally regrets the fact that she married beneath herself.
18. Neither of us should deceive himself into thinking that we can do this by ourselves.
19. Rejoicing, she told him about her raise in pay.
20. Don't blame yourself too much; we're in this thing together.
21. "Get yourselves to bed, and be quick about it, before I lose my patience altogether," she reprimanded the unruly children.

22. Those who put themselves above the law are only deceiving themselves.
23. I am knitting a sweater for myself and hope to finish it tonight.
24. When one declares oneself an expert in such a field, he should be prepared to answer many questions.
25. Hereafter I expect you to be open and aboveboard with me.
26. Police are seeking all over Hereafter Hollow for the whereabouts of the man who acted as go-between for the kidnapers.
27. Although his appointment was not until midafternoon, he arrived beforehand and accordingly had time to compose his thoughts.
28. Of all her grandchildren she was most attached to the first-born.
29. He believed blindly in the integrity of his friends.
30. Since becoming a transcriber, she has brailled "Goodbye, Mr. Chips" and a number of textbooks besides.
31. As a man of letters, his greatness has been highly overrated.
32. "Children! We will read a story about a little girl whose name was Little Goody Two Shoes, immediately after lunch," the teacher said.
33. It will be unnecessary for you to call for the package, as it will be sent to you postage prepaid.
34. Inasmuch as he is depending upon us for a complete report, we mustn't overlook even the littlest detail.
35. We really shouldn't expect him to act quickly on a matter of such great importance.
36. Those words would've been better left unsaid.
37. Perceiving that further discussion would be fruitless, he hung up the receiver with a bang.
38. Mr. Jones would like to speak with you immediately after the ceremony to-night.
39. Captain Littlefield had a preconceived notion of how the campaign should be conducted and expected every soldier to shoulder his responsibilities without question.
40. The rafters shook with applause as the cowboy finally roped the mustang.
41. Perhaps the bread went uneaten because of its musty smell.
42. In the aftermath of the huge explosion that blinded several workers, many acts of unselfishness and heroism were performed.
43. The aftereffects of the earthquake that hit the city of Port Said were terrible.
44. After their early-morning chores had been completed, the roustabouts sat down to a hearty breakfast of stirabout and ham and eggs on board the good ship "Blind Pig."
45. Florence Nightingale not only nursed, but also befriended, the sick, the wounded and the dying soldiers in the Crimean War.
46. Because leeches were used in bloodletting, I think it must've taken a lot to muster up the courage to be a bloodletter.

Short-Form Words

VI. Whole-Word Contractions (Initial- and final-letter contractions)

- A. Initial-letter contractions are used for whole words when they retain their original sound. They can be followed by punctuation.

Mother's  here'll 

- B. Final-letter contractions are never used for whole words.**

VII. Part-Word Contractions (Initial- and final-letter contractions)

- ### A. Initial-letter contractions

Can be used for part words only when they retain their original pronunciation.

thunder ☰ ☷ ☳ spiritual ☶ ☱ ☲ ☴ ☵

EXCEPTIONS:

Know and *ought* need not always retain original sound.

acknowledge ⠁⠋⠗⠅⠊⠏⠞⠑⠇⠎⠑ drought ⠔⠗⠕⠑⠗⠞⠊⠂



One is used anytime the letters *o* and *n* are in the same syllable.

money  component 

Some is used only when it forms a complete syllable in the base word.

somebody  blossomed 

Part need not retain original sound. Cannot be used if *par* is a prefix.

partial  partake 

- ### B. Final-letter contractions

1. Are used only in the middle or at the end of a word.

elemental mental

bless ⠠ ⠠ ⠠ ⠠
 lesson ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

2. Are used at the beginning of a line in a divided word.

tempera-

mental 

3. Are not used if they overlap a major syllable division.

fruity ⠠⠠⠠⠠⠠⠠ citizenship ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

SOME EXCEPTIONS:

equally totally

lioness ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ baroness ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

4. Cannot follow an apostrophe or hyphen.

'ounds re-ally

- C. Are not used if their use would cause difficulty in pronunciation or where two adjoining consonants are pronounced separately.

fever— fev(er) [not] f(ever) sword— sword [not] s(word)
mongoose— mongoose [not] m(ong)oose

VIII. Contraction Preferences

Where a choice must be made between two alternative contractions, take the following steps. (Remember that these are general rules and that there are exceptions.)

- A. Use the contraction that saves the most space.

pranced— pr(ance)d [not] pranc(ed) whence— (wh)(ence) [not] (wh)(en)ce
bubble— bub(ble) [not] bu(bb)le wither— (with)(er) [not] wi(the)r

- B. Use the contractions *for*, *and*, *for*, *of*, *the*, and *with* in preference to any other contraction as long as no more space is required.

coffee— c(of)fee [not] co(ff)ee meander— me(and)(er) [not] m(ea)nd(er)
theater— (the)at(er) [not] (th)(ea)t(er) effort— ef(for)t [not] e(ff)ort

- C. Usually a one-cell contraction is used in preference to a two-cell contraction as long as no more space is required.

phoned— phon(ed) [not] ph(one)d adhered— adh(er)(ed) [not] ad(her)e)d

EXCEPTION: The two-cell *ence* contraction is preferred over a one-cell contraction so long as no more space is required.

commenced— (com)m(ence)d [not] (com)m(en)c(ed)
fencer— f(ence)r [not] f(en)c(er)

- D. Use any one-cell contraction in preference to *ea* or the double letter contractions.

peddled— p(ed)dl(ed) [not] pe(dd)l(ed) dear— de(ar) [not] d(ea)r

- E. Use the contraction(s) that most closely approximates correct pronunciation.

wherever— (wh)(er)(ever) [not] (where)v(er)
noblesse— nob(less)e [not] no(ble)sse
recreation— recre(ation) [not] recr(ea)(tion)

- F. Do not use a contraction if it would obscure the recognition of an unfamiliar or coined word—even if more cells are required.

where'er— (wh)(er)e'(er) [not] (where)!(er)
Mrs. Whatsername— (Wh)atsh(er)(name) [not] (Wh)at(sh)(er)(name)

IX. Short-Form Words

A. As Whole Words. Are used to represent whole words and whole names.

I'll see little Tommy Friend at 3 o'clock this afternoon.

B. As Part Words. Are used as parts of words so long as the original meaning is retained.

aboveboard ⬤⬤⬤⬤⬤⬤

unnecessary 

belittled ⬢ ⬢ ⬢ ⬢

first-born ●●○○●○●●●●●●●●

immediately 

goodness ●● ●● :.:●●

1. Are not used when the letters of a short-form word do not retain their usual meaning and the use of the short form would obscure the recognition of the word.

shoulder ●● ●● ●● ●● ●●
 ●● ●● ●● ●● ●●

bloodletter ●● ●● ●● ●● ●● ●● ●● ●● ●● ●●

mustache 

Port Said ⠠⠏⠕⠗⠞ ⠠⠎⠊⠊⠎ ⠠⠎⠊⠊⠎

2. Are not used if their use would be in conflict with basic rules for contractions.

preconceive hereinbefore

3. Are not used in unusual words.

stirabout 

4. Are never divided between braille lines, but may be separated from any added syllable.

immediately 

unperceived

misconceive

mid-afternoon

5. Are not used as part of a name.

Jimmy Doolittle

The Goodman Bros.

Appendix A

Reading Practice

LESSON ONE

movie rerun
safe bet
ants make anthills
blue umbrella
no vacancy
walnut pancakes
agreeably nice
yule log
zigzag road
spicy salami
club bylaws
torn cuff
free giveaway

bees hum
twelve dolls
jump rope
kettledrums boom
all alike
cute quadruplets
flea bite
obsolete auto
idiotic idea
beetles scurry
add two plus two
aerial view
wise old man

LESSON 2

BRIGADOON, an old Broadway play, is a musical.

Does Hans love my niece, Hilda?

Horace has five suits: blue, gray, beige, black, navy.

A small snack—fruit, biscuits, jelly, tea—is welcome.

Kim loves colors: rose, cobalt (blue), puce (deep purple), orange.

“’Twas a fair trade!” Jammie retorts.

Hippocrates; Greek physician.

My boss says John S_____ has a bad
record.

Hannah has a six-week-old Siamese cat.

"Squeek" is onomatopoeitic.

EXPRESS ISLE ONLY— PAY AT
DESK

Sodium nitrate makes rocket propel-
lant; explosives, too.

Joanna O'Reilly's baby is cute.

Has Lori ——— a secret love?

LESSON 3

1. Let's meet at 12:45.
2. A nautical mile is 6,076 feet.
3. We drove 595 miles.
4. Emmanuel's family has 3 dogs, 7
cats, 2 ponies, 1 llama.
5. Take 647, subtract 200, get
447.
6. A kilogram equals 1,000 grams.
7. Look at catalog #461(02)5.
8. "BUGS BUNNY is on at 11:30!"
Jimmy yells happily.
9. George Evans' ZIP code is
99456-0643.
10. Dalai Lama (1935-), Tibet's
hope, visits Canada.
11. Paxton's Creek is 20 - 25 feet
wide.
12. Atlanta, pop. 500,900; Tampa,
pop. 356,972; Detroit, pop. 2,306,-
500.

LESSON 4

1. Hold the handle of the suitcase so it won't drop.

2. As with all people, Adam has faults.

3. "For the love of Pete—quit that!"

4. Will gives me the willies.

5. That's very pretty, Andrea — did you color it?

6. Can a cannibal eat fruit?

7. I'd rather see Dan Rather at 7:00.

8. It's not too cold, but button Sandy's coat anyway.

9. Don't call that "can-do" guy a dodo.

10. Quiet! Quit that! It is quite late.

11. Do you have the knowledge it takes for that job?

12. GO-FOR-IT, Goofy!

13. It is likely that Jack will like that coat.

14. Jimmy Frome ran home from the pond.

15. So, let's all go visit London's Soho.

16. As soon as I can, I will make candy.

17. I see more and more Moresque designs.

18. "And for the life of me, I can't see my glasses," cries Wanda.

19. The people of the People's Republic want an equal voice.

LESSON 5

1. Why don't you wait and dig the posthole
next week?
2. He can't do it without my say-so.
3. See that child? She stole my chips!
4. Shhh! Look, they still have the whiskey still out
on the back forty.
5. Whether I vote or not, Whit will see
victory, which will make me very happy.
6. The woman with the stethoscope is Stella's
physician.
7. This is the cottage with the thatch on the roof,
Matthew.
8. "Oust that bourgeois creep from my boudoir,
at once!" Madame Bouley implores.
9. This is the 1st grade room—that room is
for 2nd grade.
10. Which shall we have, sour pickles or sweet
relish on our sandwiches?
11. "That is an out-and-out lie!" Christy shouts
loudly.
12. A favorite port o' call for tour
ships is St. Thomas.
13. Stillmore is a village I'll
visit on my next trip.

LESSON 6

1. I can't figure out what he is saying, he mumbles so.
2. I want freedom from the daily drudgery of my job.
3. Noble got a job at the local bakery baking rolls and coffee cakes.
4. The shower water runs slower if the valve is lower.
5. Ring Madame now—tell her Edith is bringing luncheon.
6. Put the tablet on the table.
7. Herbert is a pedantic fellow.
8. We'll signal the aeroplane and give Eric warning of the storm.
9. Is the car parked outside the garage?
10. What a ghastly sight!
11. Artist, Alexis Rockman, draws lovely pictures of tropical forests.
12. Which will you have, the tuna sandwich or the beef?
13. While you are away, we will take the child skating.
14. I am surprised that you are still planning that trip.
15. This is terrible! How will we get out?
16. "Shall we waltz?" he asked softly.
17. People who are overweight need light diets and lots of exercise.
18. Following the dynamite blast, the mud oozed down the hillside.

LESSON 7

Chitchat

"Good morning, Inga. Say, thanks for sending me that letter from Virginia. How was the the rest of the trip?"

"Oh, lots of fun, Ed. I took a lot of pictures. But we were so tired when we got home last night—and I'm still tired this morning!"

"Did you visit the historical sites in Maryland and Conneticut?"

"No, it was a quick trip and we'll do enough of that when Beatrice visits next year."

"Weren't you going with Connie next year?"

"Yes, but she's taking a new job in the District of Columbia, so I don't think she'll go."

"Well, tell Josh I said hello. I'm glad it was a good trip. Let's have a picture showing soon. You'll feel better when you've rested a little more."

"I'll be seeing you, Ed. I'm in a hurry now. I haven't paid all my bills yet and Josh wants his books returned this morning."

LESSON 8

Success Story

Greg's past included peddling papers, clerking at the tobacco shop and slinging hamburgers at a fast-food spot. When he was offered a job as a cook at the up-scale Truffles Restaurant he accepted, even though he'd not heard of dishes like stuffed eggplant or cabbage braised in stock.

He left the first order of fried mushrooms and zucchini (an hors d'oeuvre that was a house special) in the deep fryer for twenty minutes. The irate customer sent the blackened, unappetizing dish back to the kitchen.

Edith (who preferred to be called Eddie), the bubbly waitress, just giggled and told Greg not to worry. When she first started waiting tables she put saccharine in the sugar bowl, mistook iced tea for lemonade, and dropped a dish of hot peach cobbler with ice cream into a customer's lap.

At last the head chef, Pierre, agreed to take Greg aside for two hours every week for cooking lessons. Now, a year later, people come from far and wide to enjoy the delicacy of the house, "Aubergine a la Gregory."

LESSON 9

Rusty

Mother often tells us of the young person who played a large part in the building of her character as a child. His name was Gaylord Everett, but everyone used his nickname, Rusty, because of his red hair. He was about ten years older than she, going to college and studying to be a doctor. He was not a worldly fellow then, but bright and of fine character with a deep belief in all things spiritual.

My grandfather was a doctor and Rusty visited frequently, riding out with grandfather in the buggy to visit the sick in the neighborhood, hoping to learn the more practical aspects of medicine. Sometimes my mother got to take part in these sojourns to outlying farms. She told us of how she'd play with the dogs in the yard or look in the barn where there were often little kittens sleeping in the hay, while grandfather and Rusty delivered a baby, set a broken bone, or treated a child with the croup.

Because of his warm smile and helping hand, Rusty was always welcome wherever he went. When he graduated from medical school and got a posting at a hospital many miles away in Somerset he rarely had time to visit. But mother never forgot the young man who, many years later, won the Nobel Prize for medicine.

LESSON 10

Welcome to the Old River Inn

The Old River Inn, located in the heart of plantation country, is an intimate guest hotel, preserving the charm of the past in harmony with the amenities and conveniences of the present. Overlooking the Frances River and surrounded by 100-year-old oaks dripping with Spanish moss, the original inn was built in 1817. Completely restored in 1995, great care has been taken to retain the historical significance of the original structure.

Guests will be met at the railroad station by a horse-drawn carriage and transported in the style of the 1800's to the inn. There they will be treated daily to a complimentary continental breakfast and a 5 o'clock wine reception. The gracious dining room features foods of the Old South. Braille menus and special menus for children are available.

Following a tour of the historic district or a business meeting, the Old River Inn offers a pleasing selection of relaxing diversions. Every room has wide-screen, color television. Downstairs soft piano music fills the lounge. Stroll the river walk in the twilight or enjoy a favorite libation and a game of skill in the inn's Billiard Room.

We will be glad to coordinate any dining reservations or arrange historic tours.

LESSON 11

Dear Lynne,

True to my word, I am writing this letter tonight in order that it will be on its way to you tomorrow morning.

How I wish you could have been with us today! We attended the annual gymnastic exhibition at the school for the blind, and it was an experience I shall always remember. We found it necessary to be there long before two o'clock, as the good seats were almost all taken.

The beginning of the program brought an immediate response from the large audience, and we were quick to perceive the excellence of the physical training being given these young blind people. We found ourselves rejoicing in the charm of the folk dances, and I declare that I have never seen more precise calisthenics. We were much impressed with the complicated drills with wands, Indian clubs and dumbbells, and thrilled with the excitement of the races in rope climbing. Wrestling and tumbling, followed by a fascinating exhibition of swimming and diving, completed a program which was altogether amazing.

Come with us when we visit the school again; you will be as impressed as we were.

Sincerely yours,

Julia Goodfellow

Appendix B

Alphabetic Index of Braille Signs

Alphabet and Numbers

For Braillewriter

1 a ⠁	2 b ⠃	3 c ⠉	4 d ⠙	5 e ⠑	6 f ⠋	7 g ⠛	8 h ⠄	9 i ⠊	0 j ⠚
k ⠅	l ⠌	m ⠍	n ⠝	o ⠥	p ⠕	q ⠖	r ⠗	s ⠎	t ⠞
u ⠥	v ⠦	w ⠦	x ⠭	y ⠽	z ⠵				

For Slate

In the following chart, dot configurations for the slate appear as they are produced, and are thus a mirror image of the dots as they are read or produced on a braillewriter.

1 a ⠁	2 b ⠃	3 c ⠉	4 d ⠙	5 e ⠑	6 f ⠋	7 g ⠛	8 h ⠄	9 i ⠊	0 j ⠚
k ⠅	l ⠌	m ⠍	n ⠝	o ⠥	p ⠕	q ⠖	r ⠗	s ⠎	t ⠞
u ⠥	v ⠦	w ⠦	x ⠭	y ⠽	z ⠵				

Contractions, Word Signs, and Short-Form Words

	Writer	Slate		Writer	Slate
about	⠁⠃⠕⠗⠞	⠁⠃⠕⠗⠞	again	⠁⠑⠁⠎	⠁⠑⠁⠎
above	⠁⠃⠕⠃⠑	⠁⠃⠕⠃⠑	against	⠁⠑⠁⠑⠎⠞	⠁⠑⠁⠑⠎⠞
according	⠁⠃⠑⠗⠑	⠁⠃⠑⠗⠑	ally	⠁⠑⠕⠞	⠁⠑⠕⠞
across	⠁⠃⠕⠑⠎	⠁⠃⠕⠑⠎	almost	⠁⠑⠕⠎⠞	⠁⠑⠕⠎⠞
after	⠁⠑⠞	⠁⠑⠞	already	⠁⠑⠕⠞⠑	⠁⠑⠕⠞⠑
afternoon	⠁⠑⠞⠞⠕⠙	⠁⠑⠞⠞⠕⠑	also	⠁⠑⠕	⠁⠑⠕
afterward	⠁⠑⠞⠞⠕⠑	⠁⠑⠞⠞⠕⠑	although	⠁⠑⠕⠑⠑	⠁⠑⠕⠑⠑

	Writer	Slate
altogether	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠
always	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
ance	⠠⠠⠠	⠠⠠⠠
and	⠠⠠	⠠⠠
ar	⠠⠠	⠠⠠
as	⠠⠠	⠠⠠
ation	⠠⠠⠠	⠠⠠⠠
bb	⠠⠠	⠠⠠
be	⠠⠠	⠠⠠
because	⠠⠠⠠	⠠⠠⠠
before	⠠⠠⠠	⠠⠠⠠
behind	⠠⠠⠠	⠠⠠⠠
below	⠠⠠⠠	⠠⠠⠠
beneath	⠠⠠⠠	⠠⠠⠠
beside	⠠⠠⠠	⠠⠠⠠
between	⠠⠠⠠	⠠⠠⠠
beyond	⠠⠠⠠	⠠⠠⠠
ble	⠠⠠	⠠⠠
blind	⠠⠠⠠	⠠⠠⠠
braille	⠠⠠⠠⠠	⠠⠠⠠⠠
but	⠠⠠	⠠⠠
by	⠠⠠	⠠⠠
can	⠠⠠	⠠⠠
cannot	⠠⠠⠠	⠠⠠⠠

	Writer	Slate
cc	⠠⠠	⠠⠠
ch	⠠⠠	⠠⠠
character	⠠⠠⠠	⠠⠠⠠
child	⠠⠠	⠠⠠
children	⠠⠠⠠	⠠⠠⠠
com	⠠⠠	⠠⠠
con	⠠⠠	⠠⠠
conceive	⠠⠠⠠⠠	⠠⠠⠠⠠
conceiving	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
could	⠠⠠⠠	⠠⠠⠠
day	⠠⠠⠠	⠠⠠⠠
dd	⠠⠠	⠠⠠
deceive	⠠⠠⠠⠠	⠠⠠⠠⠠
deceiving	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
declare	⠠⠠⠠⠠	⠠⠠⠠⠠
declaring	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
dis	⠠⠠	⠠⠠
do	⠠⠠	⠠⠠
ea	⠠⠠	⠠⠠
ed	⠠⠠	⠠⠠
either	⠠⠠⠠	⠠⠠⠠
en	⠠⠠	⠠⠠
ence	⠠⠠⠠	⠠⠠⠠
enough	⠠⠠	⠠⠠

	Writer	Slate
er	⠠⠠	⠠⠠
ever	⠠⠠⠠	⠠⠠⠠
every	⠠⠠	⠠⠠
father	⠠⠠⠠	⠠⠠⠠
ff	⠠⠠	⠠⠠
first	⠠⠠⠠	⠠⠠⠠
for	⠠⠠	⠠⠠
friend	⠠⠠⠠	⠠⠠⠠
from	⠠⠠	⠠⠠
ful	⠠⠠⠠	⠠⠠⠠
gg	⠠⠠	⠠⠠
gh	⠠⠠	⠠⠠
go	⠠⠠	⠠⠠
good	⠠⠠⠠	⠠⠠⠠
great	⠠⠠⠠⠠	⠠⠠⠠⠠
had	⠠⠠⠠	⠠⠠⠠
have	⠠⠠	⠠⠠
here	⠠⠠⠠	⠠⠠⠠
herself	⠠⠠⠠⠠	⠠⠠⠠⠠
him	⠠⠠⠠	⠠⠠⠠
himself	⠠⠠⠠⠠	⠠⠠⠠⠠
his	⠠⠠	⠠⠠
immediate	⠠⠠⠠⠠	⠠⠠⠠⠠
in	⠠⠠	⠠⠠

	Writer	Slate
ing	⠠⠠	⠠⠠
into	⠠⠠⠠	⠠⠠⠠
it	⠠⠠	⠠⠠
its	⠠⠠⠠	⠠⠠⠠
itself	⠠⠠⠠	⠠⠠⠠
ity	⠠⠠⠠	⠠⠠⠠
just	⠠⠠	⠠⠠
know	⠠⠠⠠	⠠⠠⠠
knowledge	⠠⠠	⠠⠠
less	⠠⠠⠠	⠠⠠⠠
letter	⠠⠠⠠	⠠⠠⠠
like	⠠⠠	⠠⠠
little	⠠⠠⠠	⠠⠠⠠
lord	⠠⠠⠠	⠠⠠⠠
many	⠠⠠⠠	⠠⠠⠠
ment	⠠⠠⠠	⠠⠠⠠
more	⠠⠠	⠠⠠
mother	⠠⠠⠠	⠠⠠⠠
much	⠠⠠⠠	⠠⠠⠠
must	⠠⠠⠠	⠠⠠⠠
myself	⠠⠠⠠⠠	⠠⠠⠠⠠
name	⠠⠠⠠	⠠⠠⠠
necessary	⠠⠠⠠⠠	⠠⠠⠠⠠
neither	⠠⠠⠠⠠	⠠⠠⠠⠠

	Writer	Slate
ness	⠠⠠⠠⠠	⠠⠠⠠⠠
not	⠠⠠	⠠⠠
o'clock	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
of	⠠⠠	⠠⠠
one	⠠⠠⠠	⠠⠠⠠
oneself	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
ong	⠠⠠⠠	⠠⠠⠠
ou	⠠⠠	⠠⠠
ought	⠠⠠⠠⠠	⠠⠠⠠⠠
ound	⠠⠠⠠	⠠⠠⠠
ourselves	⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠
ount	⠠⠠⠠	⠠⠠⠠
out	⠠⠠	⠠⠠
ow	⠠⠠	⠠⠠
paid	⠠⠠⠠	⠠⠠⠠
part	⠠⠠⠠	⠠⠠⠠
people	⠠⠠	⠠⠠
perceive	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠
perceiving	⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠
perhaps	⠠⠠⠠⠠	⠠⠠⠠⠠
question	⠠⠠⠠	⠠⠠⠠
quick	⠠⠠⠠	⠠⠠⠠
quite	⠠⠠	⠠⠠
rather	⠠⠠	⠠⠠

	Writer	Slate
receive	⠠⠠⠠⠠	⠠⠠⠠⠠
receiving	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
rejoice	⠠⠠⠠⠠	⠠⠠⠠⠠
rejoicing	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
right	⠠⠠⠠	⠠⠠⠠
said	⠠⠠⠠	⠠⠠⠠
sh	⠠⠠	⠠⠠
shall	⠠⠠	⠠⠠
should	⠠⠠⠠	⠠⠠⠠
sion	⠠⠠⠠	⠠⠠⠠
so	⠠⠠	⠠⠠
some	⠠⠠⠠	⠠⠠⠠
spirit	⠠⠠⠠⠠	⠠⠠⠠⠠
st	⠠⠠	⠠⠠
still	⠠⠠	⠠⠠
such	⠠⠠⠠	⠠⠠⠠
th	⠠⠠	⠠⠠
that	⠠⠠	⠠⠠
the	⠠⠠	⠠⠠
their	⠠⠠⠠	⠠⠠⠠
themselves	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠
there	⠠⠠⠠	⠠⠠⠠
these	⠠⠠⠠	⠠⠠⠠
this	⠠⠠	⠠⠠

	Writer	Slate
those	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
through	⠠⠏⠗⠕⠑⠗⠓	⠠⠏⠗⠕⠑⠗⠓
thymself	⠠⠏⠗⠕⠑⠗⠏⠗⠑⠎	⠠⠏⠗⠕⠑⠗⠏⠗⠑⠎
time	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
tion	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
to	⠠⠏⠗⠑	⠠⠏⠗⠑
today	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
together	⠠⠏⠗⠑⠎⠏⠗⠑⠎	⠠⠏⠗⠑⠎⠏⠗⠑⠎
tomorrow	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
tonight	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
under	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
upon	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
us	⠠⠏⠗⠑	⠠⠏⠗⠑
very	⠠⠏⠗⠑	⠠⠏⠗⠑
was	⠠⠏⠗⠑	⠠⠏⠗⠑
were	⠠⠏⠗⠑	⠠⠏⠗⠑
wh	⠠⠏⠗⠑	⠠⠏⠗⠑
where	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
which	⠠⠏⠗⠑	⠠⠏⠗⠑
whose	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
will	⠠⠏⠗⠑	⠠⠏⠗⠑
with	⠠⠏⠗⠑	⠠⠏⠗⠑
word	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
work	⠠⠏⠗⠑	⠠⠏⠗⠑

	Writer	Slate
world	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
would	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
you	⠠⠏⠗⠑	⠠⠏⠗⠑
young	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
your	⠠⠏⠗⠑⠎	⠠⠏⠗⠑⠎
yourself	⠠⠏⠗⠑⠎⠏⠗⠑⠎	⠠⠏⠗⠑⠎⠏⠗⠑⠎
yourselves	⠠⠏⠗⠑⠎⠏⠗⠑⠎	⠠⠏⠗⠑⠎⠏⠗⠑⠎

Punctuation and Composition Signs

	Writer	Slate
accent sign	⠠	⠠
apostrophe	⠢	⠢
asterisk	⠠⠠	⠠⠠
bracket, opening	⠠⠠⠠	⠠⠠⠠
bracket, closing	⠠⠠	⠠⠠
capital sign	⠠	⠠
capital sign, double	⠠⠠	⠠⠠
colon	⠠	⠠
comma	⠢	⠢
dash	⠠⠠	⠠⠠
dash, double	⠠⠠⠠⠠	⠠⠠⠠⠠
ditto sign	⠠⠠	⠠⠠
ellipsis	⠠⠠⠠	⠠⠠⠠
exclamation point	⠠	⠠
guide dot	⠢	⠢
hyphen	⠢	⠢
italic sign	⠠	⠠
italic sign, double	⠠⠠	⠠⠠
letter sign	⠢	⠢
line sign	⠢	⠢
non-Latin letter indicator	⠢	⠢
number sign	⠢	⠢

	Writer	Slate
omission sign	⠢	⠢
parenthesis, opening	⠠	⠠
parenthesis, closing	⠠	⠠
period	⠠	⠠
print symbol indicator	⠢	⠢
question mark	⠠	⠠
quotation mark, double opening	⠠	⠠
quotation mark, double closing	⠠	⠠
quotation mark, single opening	⠠⠠	⠠⠠
quotation mark, single closing	⠠⠠	⠠⠠
repetition sign	⠢	⠢
slash	⠢	⠢
semicolon	⠠	⠠
termination sign	⠠⠠	⠠⠠
transcriber's note symbol, open and close	⠠⠠	⠠⠠

QUICK REFERENCE CHART

ALPHABET & NUMBERS

1	2	3	4	5	6	7	8	9	0
a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				

PUNCTUATION

apostrophe
asterisk
bracket, open
bracket, close
colon
comma
dash
double dash
ellipsis
exclamation point
hyphen
line sign
slash
parentheses, open & close
period
question mark
quotation marks:
double, open
double, close
single, open
single, close
semicolon

COMPOSITION SIGNS

capital sign
number sign
letter sign
italic sign
accent sign
termination sign

ALPHABET CT'NS

b	but	p	people
c	can	q	quite
d	do	r	rather
e	every	s	so
f	from	t	that
g	go	u	us
h	have	v	very
j	just	w	will
k	knowledge	x	it
l	like	y	you
m	more	z	as
n	not		

WHOLE-WORD CT'NS

child	which
shall	out
this	still

OK with apostrophe

can's	can't	
child's		
it's	it'd	it'll
people's		
so's		
still's		
that's	that'd	that'll
you'd	you'll	
you're	you've	
will's		

PART & WHOLE-WORD CT'NS

and	the
for	with
of	

PART-WORD CT'NS

ar	ing
ble	ou
ch	ow
ed	sh
en	st
er	th
gh	wh
in	

WHOLE-WORD LOWER SIGNS

in
enough
be
his
was
were

to
into
by

PART-WORD LOWER SIGNS

be
con
dis
com
en
in
ea
bb
cc
dd
ff
gg

INITIAL-LR CT'NS

⠠	Cannot	⠠	*some
⠠	Character	⠠	spirit
⠠	Day	⠠	their
⠠	Ever	⠠	there
⠠	Father	⠠	these
⠠	Had	⠠	those
⠠	Here	⠠	through
⠠	Know	⠠	time
⠠	Lord	⠠	under
⠠	Many	⠠	upon
⠠	Mother	⠠	where
⠠	Name	⠠	whose
⠠	*one	⠠	word
⠠	Ought	⠠	work
⠠	*part	⠠	world
⠠	Question	⠠	young
⠠	Right		

FINAL-LR CT'NS

⠠	ally
⠠	ance
⠠	ation
⠠	ence
⠠	ful
⠠	ity
⠠	less
⠠	ment
⠠	ness
⠠	ong
⠠	ound
⠠	ount
⠠	sion
⠠	tion

SHORT-FORM WORDS

* *Special rules apply.*

about	ab
above	abv
according	ac
across	acr
* after	af
afternoon	afn
afterward	afw
again	ag
against	agst
almost	alm
already	alr
also	al
although	alth
altogether	alt
always	alw
because	bec
before	bef
behind	beh
below	bel
beneath	ben
beside	bes
between	bet
beyond	bey
* blind	bl
braille	brl
children	chn
conceive	concv
conceiving	concvg
could	cd
deceive	dcv
deceiving	dcvg
declare	dcl
declaring	dclg
either	ei
first	fst
* friend	fr
good	gd
great	grt
herself	herf
him	hm
himself	hmf
immediate	imm
its	xs
itself	xf
letter	lr
little	ll
much	mch
must	mst
myself	myf
necessary	nec
neither	nei
o'clock	o'c
oneself	onef

ourselves	ourvs
paid	pd
perceive	percv
perceiving	percvg
perhaps	perh
quick	qk
receive	rcv
receiving	rcvg
rejoice	rjc
rejoicing	rjcg
said	sd
should	shd
such	sch
themselves	themvs
thymself	thyf
today	td
together	tgr
tomorrow	tm
tonight	tn
would	wd
your	yr
yourself	yrf
yourselves	yrvs

SYMBOLS

⠠	cent(s)	¢
⠠	degree(s)	°
⠠	ditto sign	"
⠠	dollar(s)	\$
⠠	foot, feet	'
⠠	fraction line	/
⠠	inch(es)	"
⠠	inch - abbreviation	
⠠	minute(s)	'
⠠	number	#
⠠	paragraph	¶
⠠	percent	%
⠠	pound(s) sterling	£
⠠	pound(s) weight	#
⠠	second(s)	"
⠠	section	§
⠠	transcriber's note	
	symbol, open & close	
⠠	yen	¥

ASCII Braille Chart

⠁	a					⠼	9	in			
⠃	b	but				⠠	96	into			
⠉	c	can				⠼	0	was	by	"(closing)	
⠇	d	do				⠼	/	st	still	fraction line	
⠑	e	every				⠼	#	ble	#		
⠋	f	from				⠼	-	com	-		
⠒	g	go									
⠈	h	have				⠼	&	and			
⠊	i					⠼	=	for			
⠊	j	just				⠼	(	of			
⠅	k	knowledge				⠼	!	the			
⠇	l	like				⠼	)	with			
⠍	m	more									
⠎	n	not				⠼	*	ch	child		
⠕	o					⠼	<	gh			
⠏	p	people				⠼	%	sh	shall		
⠒	q	quite				⠼	?	th	this		
⠗	r	rather				⠼	:	wh	which		
⠎	s	so				⠼	+	ing			
⠞	t	that				⠼	>	ar			
⠥	u	us				⠼	\$	ed			
⠧	v	very				⠼	] or }	er			
⠪	w	will				⠼	\ or |	ou	out		
⠭	x	it				⠼	[or {	ow			
⠽	y	you									
⠵	z	as				⠠	"d	day			
						⠠	"e	ever			
⠠	,	capital sign				⠠	"f	father			
⠠	,7	[				⠠	"h	here			
⠠	,8	' (opening)				⠠	"k	know			
⠠	99	* (asterisk)				⠠	"l	lord			
⠠	"	... (ellipsis)				⠠	"m	mother			
⠠	--	(dash)				⠠	"n	name			
⠠	.	italic sign			decimal point	⠠	"o	one			
⠠	;	letter sign				⠠	"p	part			
⠠	,1	ditto (5,1)				⠠	"q	question			
⠠	„	double capital sign				⠠	"r	right			
⠠	7'	]				⠠	"s	some			
⠠	0'	' (closing)				⠠	"t	time			
⠠	'	(apostrophe)				⠠	"u	under			
⠠	@	(accent sign)				⠠	"w	work			
⠠	---	(double dash)				⠠	"y	young			
⠠	..	double italic sign									
⠠	,	termination sign				⠠	"!	5the	there		
						⠠	"*	5ch	character		
⠠	1	ea	,			⠠	"?	5th	through		
⠠	2	be	bb	;		⠠	":	5wh	where		
⠠	3	con	cc	:		⠠	"\	5ou	ought		
⠠	4	dis	dd	.	\$	⠠	^u	4-5u	upon		
⠠	5	en	enough			⠠	^w	4-5w	word		
⠠	6	to	ff	!		⠠	^!	4-5the	these		
⠠	7	were	gg	()		⠠	^?	4-5th	those		
⠠	8	his	"	?		⠠	^:	4-5wh	whose		

⠠	_c	4-5-6c	cannot
⠠	_h	4-5-6h	had
⠠	_m	4-5-6m	many
⠠	_s	4-5-6s	spirit
⠠	_w	4-5-6w	world
⠠	_!	4-5-6the	their

⠠	.d	4-6d	ound
⠠	.e	4-6e	ance
⠠	.n	4-6n	sion
⠠	.s	4-6s	less
⠠	.t	4-6t	ount
⠠	;e	5-6e	ence
⠠	;g	5-6g	ong
⠠	;l	5-6l	ful
⠠	;n	5-6n	tion
⠠	;s	5-6s	ness
⠠	;t	5-6t	ment
⠠	;y	5-6y	ity
⠠	,n	6y	ation
⠠	,y	6y	ally

⠠	ab	about
⠠	abv	above
⠠	ac	according
⠠	acr	across
⠠	af	after
⠠	afn	afternoon
⠠	afw	afterward
⠠	ag	again
⠠	ag/	against
⠠	alm	almost
⠠	alr	already
⠠	al	also
⠠	al?	although
⠠	alt	altogether
⠠	alw	always
⠠	2c	because
⠠	2f	before
⠠	2h	behind
⠠	2l	below
⠠	2n	beneath
⠠	2s	beside
⠠	2t	between
⠠	2y	beyond
⠠	bl	blind
⠠	brl	braille
⠠	*n	children
⠠	3cv	conceive

⠠	3cvg	conceiving
⠠	cd	could
⠠	dcv	deceive
⠠	dcvg	deceiving
⠠	dcl	declare
⠠	dclg	declaring
⠠	ei	either
⠠	f/	first
⠠	fr	friend
⠠	gd	good
⠠	grt	great
⠠	h]f	herself
⠠	hm	him
⠠	hmf	himself
⠠	imm	immediate
⠠	xs	its
⠠	xf	itself
⠠	lr	letter
⠠	ll	little
⠠	m*	much
⠠	m/	must
⠠	myf	myself
⠠	nec	necessary
⠠	nei	neither
⠠	o'c	o'clock
⠠	"of	oneself
⠠	\rvs	ourselves
⠠	pd	paid
⠠	p]cv	perceive
⠠	p]cvg	perceiving
⠠	p]h	perhaps
⠠	qk	quick
⠠	rcv	receive
⠠	rcvg	receiving
⠠	rjc	rejoice
⠠	rjcg	rejoicing
⠠	sd	said
⠠	%d	should
⠠	s*	such
⠠	!mvs	themselves
⠠	?yf	thyslf
⠠	td	today, to-day
⠠	tgr	together
⠠	tm	tomorrow, to-morrow
⠠	tn	tonight, to-night
⠠	wd	would
⠠	yr	your
⠠	yrf	yourself
⠠	yrvs	yourselves

Appendix C

Typical and Problem Words

Syllable division is not shown for one-letter beginning or ending syllables, words that have a short form, words that reflect dialect, or multi-syllable words that are represented by whole-word contractions. In addition, the student is reminded that word division in braille is often dependent upon whether or not the word is followed by punctuation.

A

Aar/on	⠠⠠⠠⠠⠠⠠
ab/a/lo/ne	⠠⠠⠠⠠⠠⠠⠠⠠
aban/doned	⠠⠠⠠⠠⠠⠠
ab/bé	⠠⠠⠠⠠
ab/bre/vi/a/tion	⠠⠠⠠⠠⠠⠠⠠⠠⠠
ab in/i/tio	⠠⠠⠠⠠⠠⠠⠠
able	⠠⠠⠠
about	⠠⠠⠠
about-/face	⠠⠠⠠⠠⠠⠠⠠
above	⠠⠠⠠
above/board	⠠⠠⠠⠠⠠⠠⠠
ab/sinthe	⠠⠠⠠⠠⠠
ac/cede	⠠⠠⠠⠠
ac/cia/ma/tion	⠠⠠⠠⠠⠠⠠⠠
ac/com/pa/ni/ment	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
ac/cord/ance	⠠⠠⠠⠠⠠⠠⠠
according	⠠⠠⠠
according/ly	⠠⠠⠠⠠
ac/count	⠠⠠⠠⠠
ac/e/tone	⠠⠠⠠⠠⠠
ac/knowl/edg/ment	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
acous/tic	⠠⠠⠠⠠⠠⠠
acre/age	⠠⠠⠠⠠⠠⠠
across	⠠⠠⠠
ac/tu/al/ly	⠠⠠⠠⠠⠠⠠
add	⠠⠠⠠
add/ed	⠠⠠⠠
ad/den/dum	⠠⠠⠠⠠⠠⠠
ad/dict/ed	⠠⠠⠠⠠⠠⠠
ad/di/tion/al/ly	⠠⠠⠠⠠⠠⠠⠠⠠
ad/dress	⠠⠠⠠⠠⠠⠠
ad/e/noid	⠠⠠⠠⠠⠠⠠
ad/here	⠠⠠⠠⠠
ad/hered	⠠⠠⠠⠠⠠
ad/her/ence	⠠⠠⠠⠠⠠⠠⠠
ad/her/ent	⠠⠠⠠⠠⠠⠠
ad in/fi/ni/tum	⠠⠠⠠⠠⠠⠠⠠⠠⠠
ad/just	⠠⠠⠠⠠
ad nau/sc/am	⠠⠠⠠⠠⠠⠠⠠
ado	⠠⠠⠠
ad/vanced	⠠⠠⠠⠠⠠⠠
ad/vanc/ing	⠠⠠⠠⠠⠠⠠⠠⠠
ae/dile	⠠⠠⠠⠠⠠⠠
Ae/ge/an	⠠⠠⠠⠠⠠⠠⠠
aer/i/al	⠠⠠⠠⠠⠠⠠
aer/o/dy/nam/ics	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
aer/o/plane	⠠⠠⠠⠠⠠⠠⠠⠠⠠
aes/thet/i/cal/ly	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
af/fa/ble	⠠⠠⠠⠠
af/fil/i/a/tion	⠠⠠⠠⠠⠠⠠⠠⠠
af/fin/i/ty	⠠⠠⠠⠠⠠
af/firm	⠠⠠⠠⠠⠠
af/ford/ed	⠠⠠⠠⠠⠠⠠
af/fright/ed	⠠⠠⠠⠠⠠⠠
af/ghan	⠠⠠⠠⠠⠠
afore/said	⠠⠠⠠⠠⠠
afore/time	⠠⠠⠠⠠⠠
after	⠠⠠⠠
after-/din/ner	⠠⠠⠠⠠⠠⠠⠠
af/ter/ef/fect	⠠⠠⠠⠠⠠⠠⠠⠠⠠
after/math	⠠⠠⠠⠠⠠
afternoon	⠠⠠⠠⠠
afternoons	⠠⠠⠠⠠
after/thought	⠠⠠⠠⠠⠠⠠
afterward	⠠⠠⠠⠠
afterwards	⠠⠠⠠⠠
again	⠠⠠⠠
against	⠠⠠⠠⠠

ag/gra/va/tion ▤▤▤▤▤▤
 ag/grieved ▤▤▤▤▤▤
 agil/i/ty ▤▤▤▤▤
 agree/a/ble ▤▤▤▤▤▤
 ain't ▤▤▤▤
 air-con/di/tioned ▤▤▤▤▤▤▤▤▤
 Aire/dale ▤▤▤▤▤▤▤
 à la carte ▤▤ ▤▤ ▤▤▤▤
 Alad/din ▤▤▤▤▤▤
 al/be/it ▤▤▤▤▤▤
 al/bi/no ▤▤▤▤▤
 Al/ex/an/der ▤▤▤▤▤▤▤
 al/ien/a/tion ▤▤▤▤▤▤
 alike ▤▤▤▤▤
 Al/le/ghe/ny ▤▤▤▤▤▤▤▤▤
 al/ly ▤▤▤▤
 Al/ly/son ▤▤▤▤▤▤▤▤
 alm/on/er ▤▤▤▤▤▤▤
 almost ▤▤▤
 alms/house ▤▤▤▤▤▤▤▤
 along ▤▤▤▤
 already ▤▤▤
 also ▤▤▤
 also-/rans ▤▤▤▤▤▤▤▤
 alt/horn ▤▤▤▤▤▤▤
 although ▤▤▤▤
 al/tim/e/ter ▤▤▤▤▤▤▤▤▤
 altogether ▤▤▤▤
 always ▤▤▤▤
 ame/na/ble ▤▤▤▤▤▤
 am/e/thyst ▤▤▤▤▤▤▤
 among ▤▤▤▤▤
 an/aer/o/bic ▤▤▤▤▤▤▤▤▤▤
 anath/e/ma ▤▤▤▤▤▤▤▤
 an/ces/tral ▤▤▤▤▤▤▤▤▤
 an/dan/te ▤▤▤▤▤▤
 An/des ▤▤▤▤▤
 An/dré ▤▤▤▤▤▤
 anem/o/ne ▤▤▤▤▤▤▤▤
 an/es/the/sia ▤▤▤▤▤▤▤▤▤▤
 ant/eat/er ▤▤▤▤▤▤▤▤
 an/te/date ▤▤▤▤▤▤▤▤▤▤
 an/te/ri/or ▤▤▤▤▤▤▤▤▤
 an/te/room ▤▤▤▤▤▤▤▤▤▤
 ant/hill ▤▤▤▤▤▤▤▤▤

An/tig/o/ne ▤▤▤▤▤▤▤▤▤▤
 an/tith/e/sis ▤▤▤▤▤▤▤▤▤▤
 apart/heid ▤▤▤▤▤▤▤▤
 apart/ment ▤▤▤▤▤▤
 apoth/e/cary ▤▤▤▤▤▤▤▤
 ap/pear/ance ▤▤▤▤▤▤▤▤▤
 ap/per/ceive ▤▤▤▤▤▤▤▤
 aq/ue/duct ▤▤▤▤▤▤▤▤▤▤
 Ara/bia ▤▤▤▤▤▤▤
 ar/bo/re/al ▤▤▤▤▤▤▤▤
 ar/cha/ic ▤▤▤▤▤▤▤
 ar/ea ▤▤▤▤
 ar/e/a/way ▤▤▤▤▤▤▤
 are/na ▤▤▤▤
 aren't ▤▤▤▤▤
 aright ▤▤▤▤
 aris/en ▤▤▤▤▤▤
 aris/to/crat ▤▤▤▤▤▤▤▤▤▤▤
 arith/me/tic ▤▤▤▤▤▤▤▤▤▤
 Ar/ma/ged/don ▤▤▤▤▤▤▤▤▤▤▤
 aro/ma ▤▤▤▤▤▤
 around ▤▤▤▤▤
 arouse ▤▤▤▤▤▤▤
 ar/peg/gio ▤▤▤▤▤▤▤▤▤
 ar/ri/vé ▤▤▤▤▤▤▤▤
 ar/row/head ▤▤▤▤▤▤▤▤▤
 as/sem/bled ▤▤▤▤▤▤▤▤▤▤
 as/sev/er/ate ▤▤▤▤▤▤▤▤▤▤▤
 asth/ma ▤▤▤▤▤▤▤▤
 as/ton/ish/ing ▤▤▤▤▤▤▤▤▤▤▤
 as/tound ▤▤▤▤▤▤▤▤
 as/trin/gent ▤▤▤▤▤▤▤▤▤▤
 asun/der ▤▤▤▤▤▤▤▤
 ath/e/ne/um ▤▤▤▤▤▤▤▤▤▤
 Ath/ens ▤▤▤▤▤▤▤▤▤
 at/mo/sphere ▤▤▤▤▤▤▤▤▤▤▤▤
 atoned ▤▤▤▤▤▤▤▤▤
 atone/ment ▤▤▤▤▤▤▤▤▤▤
 auc/tion/er ▤▤▤▤▤▤▤▤▤▤▤
 auf Wie/der/sch/en
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 Au/ge/an ▤▤▤▤▤▤▤▤▤▤
 au grat/in ▤▤ ▤▤▤▤▤▤▤▤
 aunt/hood ▤▤▤▤▤▤▤▤▤▤▤
 au/re/ate ▤▤▤▤▤▤▤▤▤▤

au/ro/ra bo/re/al/is

■■■■■ ■■■■■■

au/then/tic ■■■■■■

av/e/nue ■■■■

B

bab/bled ■■■■

Ba/bine ■■■■

bac/ca/lau/re/ate ■■■■■■■■■■

Baer ■■■■

bag/ging ■■■■

bak/ery ■■■■

bal/anced ■■■■

bal/le/ri/na ■■■■■■

bal/ly/hoo ■■■■■■

ba/lo/ney ■■■■■■

ban/dan/na ■■■■■■

bar/bar/i/ty ■■■■■■

ba/rom/e/ter ■■■■■■

bar/on/ess ■■■■

bar/on/et ■■■■■■

bas/tion ■■■■

bathed ■■■■

bat/tle/dore ■■■■■■■■

bay/o/net ■■■■■■

beach ■■■

bea/con ■■■■

bead/work ■■■■

bear/a/ble ■■■■

be/at/i/tude ■■■■■■

Be/a/trice ■■■■■■

beau geste ■■■ ■■■■

beau/ti/ful/ly ■■■■■■■■

because ■■

beck/oned ■■■■■■

be/com/ing ■■■■

bed/ding ■■■■

be/drag/gled ■■■■■■

bed/rid/den ■■■■■■

bee ■■■

Be/el/ze/bub ■■■■■■■■

been ■■■

before ■■

before/hand ■■■■

be/friend ■■■

be/friend/ing ■■■■■■

be/friends ■■■■

be/gin/ning ■■■■

be/gon/ia ■■■■■■

be/have ■■■■

behind ■■

bein' ■■■■

be/liev/er ■■■■■■

be/lit/tle ■■

be/lit/tled ■■■■

be/lit/tling ■■■■■■

bel/lig/er/ent ■■■■■■■■

be/long/ing ■■■■

below ■■

below/ground ■■■■■■

beneath ■■

Ben/e/dict ■■■■■■

ben/e/dic/tion ■■■■■■■■

be/nef/i/cent ■■■■■■

ben/e/fi/ci/ary ■■■■■■■■

Be/ne/lux ■■■■■■

Be/nét ■■■■■■

be/nev/o/lence ■■■■■■■■

Be/o/wulf ■■■■■■

be/queathed ■■■■■■

be/rate ■■■■

be/ret ■■■■

beside ■■

besides ■■

bes/tial ■■■■■■

be/stowed ■■■■

be/ta ■■■

be/tel ■■■■

beth/el ■■■■

be/trothed ■■■■■■

between ■■

bev/er/age ■■■■■■

bevy ■■■■

beyond ■■

Bi/ble ■■■■

big/horn ■■■■■■

bi/na/ry ■■■■

bin/go ■■■

bin/oc/u/lar ■■■■■■

bi/no/mi/al ⠠⠠⠠⠠⠠⠠⠠
 bi/par/ti/san ⠠⠠⠠⠠⠠⠠⠠⠠
 birth/right ⠠⠠⠠⠠⠠
 bis/tro ⠠⠠⠠⠠
 blan/dish/ment ⠠⠠⠠⠠⠠⠠⠠
 bleed/ing ⠠⠠⠠⠠
 blem/ish ⠠⠠⠠⠠⠠
 blend ⠠⠠⠠⠠
 bless ⠠⠠⠠
 bless/èd ⠠⠠⠠⠠
 blessed ⠠⠠⠠⠠
 blew ⠠⠠⠠⠠
 blind ⠠⠠
 blind/ed ⠠⠠⠠⠠
 blind/fold ⠠⠠⠠⠠⠠
 Blind/heim ⠠⠠⠠⠠⠠⠠⠠⠠
 blind/ing ⠠⠠⠠⠠
 blind/ly ⠠⠠⠠⠠
 blind/ness ⠠⠠⠠⠠
 blinds ⠠⠠⠠
 blithe/some ⠠⠠⠠⠠⠠
 blood/let/ter ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 blos/somed ⠠⠠⠠⠠⠠⠠⠠
 blun/der ⠠⠠⠠⠠
 Boer ⠠⠠⠠⠠⠠
 Bo/na/parte ⠠⠠⠠⠠⠠⠠⠠
 bon/er ⠠⠠⠠⠠
 bon/go ⠠⠠⠠⠠
 Boone ⠠⠠⠠⠠⠠
 bo/re/al ⠠⠠⠠⠠⠠
 bore/dom ⠠⠠⠠⠠⠠⠠
 bos/omed ⠠⠠⠠⠠⠠
 Bos/ton ⠠⠠⠠⠠⠠
 both/ered ⠠⠠⠠⠠⠠
 bought ⠠⠠⠠
 bound/a/ry ⠠⠠⠠⠠⠠
 bound/less ⠠⠠⠠⠠⠠
 boun/ti/ful ⠠⠠⠠⠠⠠⠠
 bou/ton/niere ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 bou/ton/nière ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 braille ⠠⠠⠠⠠
 braille/writ/er ⠠⠠⠠⠠⠠⠠⠠⠠
 brail/ing ⠠⠠⠠⠠⠠⠠
 brail/ist ⠠⠠⠠⠠⠠⠠⠠
 breathed ⠠⠠⠠⠠⠠

bride-to-be ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 Brig/ham ⠠⠠⠠⠠⠠⠠⠠
 bright/ened ⠠⠠⠠⠠⠠
 Bright/on ⠠⠠⠠⠠⠠
 brim/ful ⠠⠠⠠⠠⠠
 brim/full ⠠⠠⠠⠠⠠⠠⠠
 broth/er-in-law ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 brough/am ⠠⠠⠠⠠⠠⠠
 bub/bled ⠠⠠⠠⠠⠠
 bur/den/some ⠠⠠⠠⠠⠠⠠⠠
 bu/reau ⠠⠠⠠⠠⠠
 Bur/lin/game ⠠⠠⠠⠠⠠⠠⠠⠠
 busi/ness ⠠⠠⠠⠠⠠⠠
 but/toned ⠠⠠⠠⠠⠠⠠⠠
 by and by ⠠⠠⠠⠠
 by-and-by ⠠⠠⠠⠠⠠⠠⠠
 by/gone ⠠⠠⠠⠠⠠
 by/stand/ers ⠠⠠⠠⠠⠠⠠⠠

C

cab/a/ret ⠠⠠⠠⠠⠠⠠
 ca/bled ⠠⠠⠠⠠
 Caen ⠠⠠⠠⠠⠠
 cac/sar/e/an ⠠⠠⠠⠠⠠⠠⠠⠠
 cal/is/then/ics ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 Cal/lo/way ⠠⠠⠠⠠⠠⠠⠠
 ca/ma/ra/de/rie ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 can/cel/la/tion ⠠⠠⠠⠠⠠⠠⠠
 can/cer ⠠⠠⠠⠠
 can/di/date ⠠⠠⠠⠠⠠⠠⠠
 cannot ⠠⠠
 ca/noed ⠠⠠⠠⠠⠠
 cans ⠠⠠⠠⠠
 can't ⠠⠠⠠
 ca/reer ⠠⠠⠠⠠
 Car/ib/be/an ⠠⠠⠠⠠⠠⠠⠠
 car/na/tion ⠠⠠⠠⠠⠠
 carte blanche ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 ca/si/no ⠠⠠⠠⠠⠠
 Cas/tle/reagh ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 Cath/er/ine ⠠⠠⠠⠠⠠⠠⠠
 caus/ti/cal/ly ⠠⠠⠠⠠⠠⠠⠠
 ca/ve/at ⠠⠠⠠⠠⠠
 ce/dar ⠠⠠⠠⠠

ce/dil/la ▤▤▤▤▤▤
 ce/ment ▤▤▤▤
 cen/time ▤▤▤▤▤▤
 cen/ti/me/ter ▤▤▤▤▤▤▤▤
 ce/ram/ics ▤▤▤▤▤▤
 ce/re/al ▤▤▤▤
 ce/rise ▤▤▤▤
 ce/ru/le/an ▤▤▤▤▤▤
 chaise longue ▤▤▤▤▤▤ ▤▤▤▤▤▤
 Chal/de/an ▤▤▤▤▤▤▤▤
 chanced ▤▤▤▤
 chan/cel/lor ▤▤▤▤▤▤▤▤
 chan/cery ▤▤▤▤▤▤
 chan/de/lier ▤▤▤▤▤▤
 change/a/ble ▤▤▤▤▤▤▤▤
 cha/peau ▤▤▤▤▤▤
 chap/er/one ▤▤▤▤▤▤▤▤
 character/is/ti/cal/ly ▤▤▤▤▤▤▤▤▤▤
 cha/rade ▤▤▤▤▤▤
 charge/a/ble ▤▤▤▤▤▤▤▤
 char/gé d'af/fares
 ▤▤▤▤▤▤ ▤▤▤▤▤▤▤▤▤▤
 Charles/ton ▤▤▤▤▤▤▤▤▤▤
 Charles/town ▤▤▤▤▤▤▤▤▤▤
 Cha/ryb/dis ▤▤▤▤▤▤▤▤▤▤
 chas/tise ▤▤▤▤▤▤▤▤
 châ/teau ▤▤▤▤▤▤▤▤
 Chat/ham ▤▤▤▤▤▤▤▤▤▤
 ched/dar ▤▤▤▤▤▤
 cheer/less/ness ▤▤▤▤▤▤▤▤▤▤
 Chel/sea ▤▤▤▤▤▤▤▤▤▤
 che/nille ▤▤▤▤▤▤▤▤▤▤
 che/root ▤▤▤▤▤▤▤▤
 chief/tain/ess ▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 chif/fo/nier ▤▤▤▤▤▤▤▤▤▤▤▤
 child-care ▤▤▤▤▤▤▤▤
 child/hood ▤▤▤▤▤▤▤▤▤▤▤▤
 child/ish/ness ▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 child/less ▤▤▤▤▤▤▤▤▤▤
 child/like ▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 children ▤▤
 child's ▤▤▤▤
 Childs ▤▤▤▤▤▤▤▤
 chi/na ▤▤▤▤
 Chin/ese ▤▤▤▤▤▤▤▤▤▤

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 econ/o/my ▤▤▤▤▤▤▤
 Ed ▤▤
 eda/cious ▤▤▤▤▤▤▤
 ed/dy ▤▤▤
 edel/weiss ▤▤▤▤▤▤▤▤
 Eden ▤▤▤
 edict ▤▤▤▤▤
 edile ▤▤▤▤
 ed/it/ed ▤▤▤▤
 Edith ▤▤▤▤
 edi/tion ▤▤▤▤▤
 ed/u/ca/tion ▤▤▤▤▤
 educed ▤▤▤▤▤
 e'er ▤▤▤
 ee/ri/ness ▤▤▤▤▤
 ef/fem/i/nate ▤▤▤▤▤▤▤▤
 ef/fort/less ▤▤▤▤▤▤
 egg ▤▤▤
 egg-head ▤▤▤▤▤▤▤
 egg/nog ▤▤▤▤▤
 eggs ▤▤▤
 Ein/stein ▤▤▤▤▤▤
 either ▤▤
 elas/tic/i/ty ▤▤▤▤▤▤▤▤
 elec/tion/er ▤▤▤▤▤▤▤▤
 el/e/men/ta/ry ▤▤▤▤▤▤▤▤

elon/ga/tion ▤▤▤▤▤▤
 else/where ▤▤▤▤▤▤
 em/blem ▤▤▤▤
 em/brace/a/ble ▤▤▤▤▤▤▤▤
 emer/gence ▤▤▤▤▤▤
 em/i/nence ▤▤▤▤▤
 Em/men/ta/ler ▤▤▤▤▤▤▤▤
 em/py/re/an ▤▤▤▤▤▤▤▤
 en/a/bled ▤▤▤▤
 en/a/bling ▤▤▤▤▤
 enam/el ▤▤▤▤▤
 en/ceph/a/li/tis ▤▤▤▤▤▤▤▤▤▤▤▤
 en/com/passed ▤▤▤▤▤▤▤▤▤▤
 en/core ▤▤▤▤▤
 en/coun/ter ▤▤▤▤▤▤
 en/cy/clo/pae/dia ▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 en/cy/clo/pe/dia ▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 en/dear/ment ▤▤▤▤▤▤▤
 en fa/mille ▤▤ ▤▤▤▤▤▤▤▤
 en/gi/neer ▤▤▤▤▤
 Eng/land ▤▤▤▤▤
 en/hanced ▤▤▤▤▤
 Enid ▤▤▤▤
 enig/ma ▤▤▤▤▤
 enig/mat/i/cal/ly ▤▤▤▤▤▤▤▤▤▤▤▤
 en masse ▤▤ ▤▤▤▤▤▤
 en/mi/ty ▤▤▤▤▤
 Enoch ▤▤▤▤▤
 enor/mous ▤▤▤▤▤▤▤▤
 enough ▤
 enough's ▤▤▤▤▤▤
 en route ▤▤ ▤▤▤▤▤
 en/sem/ble ▤▤▤▤▤▤
 en/throne ▤▤▤▤▤▤
 en/throned ▤▤▤▤▤▤▤▤
 en/ti/ty ▤▤▤▤▤
 en/tre/pre/neur ▤▤▤▤▤▤▤▤▤▤▤▤
 enu/mer/a/tion ▤▤▤▤▤▤▤▤
 enun/ci/a/tion ▤▤▤▤▤▤▤▤▤▤
 en/vi/sioned ▤▤▤▤▤▤▤▤
 en/wreathed ▤▤▤▤▤▤▤▤
 epi/cu/re/an ▤▤▤▤▤▤▤▤▤▤▤▤
 equal/ly ▤▤▤▤▤▤
 equi/dis/tance ▤▤▤▤▤▤▤▤▤▤▤▤
 eq/ui/nox ▤▤▤▤▤▤▤▤▤▤

era ■■
 erad/i/ca/tion ■■■■■■■■
 erase ■■■■
 eras/er ■■■■
 erec/tion ■■■■■■
 er/go ■■■
 Erie ■■■
 Er/i/ka ■■■■
 ero/sion ■■■■
 erot/ic ■■■■
 er/ro/ne/ous ■■■■■■
 er/u/di/tion ■■■■
 erup/tion ■■■■
 es/tab/lish/ment ■■■■■■■■
 es/tate ■■■■
 Es/ther ■■■■
 es/thet/i/cal/ly ■■■■■■
 Es/tho/nia ■■■■■■
 es/trange/ment ■■■■■■■■
 es/tu/ary ■■■■
 Eth/el ■■■
 ethe/re/al ■■■■
 ethe/re/al/ly ■■■■
 Eu/ro/pe/an ■■■■■■
 Ev/ans/ton ■■■■■■
 eve/ning ■■■■
 Ever/est ■■■■
 ever/more ■■■■
 ever/sion ■■■■
 evert ■■■
 every/body ■■■■■■
 every/day ■■■■
 every-day ■■■
 every/one ■■■■
 every/thing ■■■■
 every/where ■■■■
 ex/ag/ger/at/ed ■■■■■■
 ex/com/mu/ni/cat/ed
 ■■■■■■■■■■■■
 ex/on/er/a/tion ■■■■■■
 ex/pe/di/ence ■■■■■■
 ex/pe/di/tion ■■■■■■
 ex/pe/ri/ence ■■■■■■
 ex/per/i/men/ta/tion ■■■■■■■■
 ex/po/nent ■■■■■■

ex/tin/guished ■■■■■■
 ex/traor/di/nary ■■■■■■■■■■

F

faint/heart/ed ■■■■■■■■
 fal/con/et ■■■■■■
 fan/dan/go ■■■■
 far/ther/most ■■■■■■
 far/thin/gale ■■■■■■
 fash/ioned ■■■■■■
 fas/tid/i/ous ■■■■■■
 father-in-law ■■■■■■■■
 father/less ■■■
 fe/al/ty ■■■■
 fear/ful/ness ■■■■■■
 feath/ered ■■■■
 fed/er/al/ly ■■■■
 fe/do/ra ■■■■
 feint ■■■
 fem/i/nine ■■■■
 fem/i/nin/i/ty ■■■■■■
 fenced ■■■
 fenc/er ■■■
 fer/men/ta/tion ■■■■
 fe/roc/i/ty ■■■■
 fes/tiv/i/ty ■■■■■■
 fes/tooned ■■■■■■
 fe/ver/ish ■■■■
 fi/an/cé ■■■■■■
 fid/dler ■■■■
 fiend/ish/ness ■■■■■■
 file/name ■■■■
 fi/nal/i/ty ■■■■
 fi/nal/ly ■■■
 fi/nanced ■■■■
 fi/nan/cial/ly ■■■■■■
 fine/ness ■■■■
 fin/ery ■■■
 fi/nesse ■■■■
 fin/ger ■■■
 fin/is ■■■
 fi/nite ■■■■
 fin/nan had/die ■■■■ ■■■■
 fire/arms ■■■■■■
 fire/works ■■■■■■

first ▯▯
 first-be/got/ten ▯▯▯▯▯▯▯▯
 first/hand ▯▯▯▯
 flab/bi/ness ▯▯▯▯▯▯
 flac/cid/i/ty ▯▯▯▯▯▯▯▯
 fla/min/go ▯▯▯▯▯▯
 flea ▯▯▯▯
 fleas ▯▯▯▯
 floun/dered ▯▯▯▯▯▯
 Flor/ence ▯▯▯▯▯▯
 fod/der ▯▯▯▯
 fog/horn ▯▯▯▯▯▯
 fol/de/rol ▯▯▯▯▯▯
 Fon/tain/bleau ▯▯▯▯▯▯▯▯▯▯
 foot/hill ▯▯▯▯▯▯▯▯
 for/bid/ding ▯▯▯▯▯
 fore/arm ▯▯▯▯
 fore/doomed ▯▯▯▯▯▯
 fore/fa/ther ▯▯▯▯
 fore/know ▯▯▯▯
 fore/named ▯▯▯▯▯
 fore/noon ▯▯▯▯▯▯
 fo/ren/si/cal/ly ▯▯▯▯▯▯▯
 fore/run/ner ▯▯▯▯▯▯
 fore/thought ▯▯▯▯▯
 for/ever/more ▯▯▯▯▯▯▯
 forg/ery ▯▯▯▯
 forth/with ▯▯▯▯
 fo/rum ▯▯▯▯
 fought ▯▯▯▯
 foun/da/tion ▯▯▯▯▯
 foun/tain ▯▯▯▯▯
 Fran/cene ▯▯▯▯▯▯▯▯
 Fran/ces ▯▯▯▯▯▯
 free/dom ▯▯▯▯▯▯▯
 free/ness ▯▯▯▯▯▯
 fre/net/i/cal/ly ▯▯▯▯▯▯▯▯▯
 Fri/day ▯▯▯▯▯▯
 friend ▯▯▯
 friend/less ▯▯▯▯▯
 Friend/ly Is/lands
 ▯▯▯▯▯▯▯▯ ▯▯▯▯▯▯
 friends ▯▯▯▯
 friend/ship ▯▯▯▯▯▯
 fright/ened ▯▯▯▯▯▯

fringed ▯▯▯▯▯
 fruity ▯▯▯▯▯▯
 ful/fill/ment ▯▯▯▯▯▯▯▯▯
 ful/ly ▯▯▯▯▯
 ful/some/ness ▯▯▯▯▯▯▯
 fun/da/men/tal/ly ▯▯▯▯▯▯▯▯▯
 fu/ne/re/al ▯▯▯▯▯▯
 fur/ther/more ▯▯▯▯▯▯▯▯▯
 fur/thest ▯▯▯▯▯▯
 fu/sion ▯▯▯▯▯

G

gab/bled ▯▯▯▯▯
 gad/about ▯▯▯▯▯▯
 Gal/a/had ▯▯▯▯▯▯▯▯
 Gal/lo/way ▯▯▯▯▯▯▯▯▯
 gam/bled ▯▯▯▯▯▯
 ga/rage ▯▯▯▯▯▯
 gar/bled ▯▯▯▯▯
 gar/çon ▯▯▯▯▯▯▯
 gas/om/e/ter ▯▯▯▯▯▯▯▯▯
 gas/tro/en/ter/i/tis ▯▯▯▯▯▯▯▯▯▯▯▯▯
 gath/ered ▯▯▯▯▯▯
 gau/che/rie ▯▯▯▯▯▯▯
 Gay/lord ▯▯▯▯▯▯▯
 ge/ne/al/o/gy ▯▯▯▯▯▯▯▯▯
 gen/er/al/ly ▯▯▯▯▯▯
 ge/net/ics ▯▯▯▯▯▯▯▯
 gen/ial/ly ▯▯▯▯▯▯
 gen/ius ▯▯▯▯▯▯
 Gen-Xer ▯▯▯▯▯▯▯▯
 Ger/ma/ny ▯▯▯▯▯▯
 ges/tic/u/la/tion ▯▯▯▯▯▯▯▯▯▯▯
 ghist/li/ness ▯▯▯▯▯▯▯
 Ghent ▯▯▯▯▯
 ghost/like ▯▯▯▯▯▯▯▯
 gib/ber/ish ▯▯▯▯▯▯
 gib/let ▯▯▯▯▯
 gid/di/ness ▯▯▯▯▯▯▯
 gi/gan/te/an ▯▯▯▯▯▯▯▯▯
 gin/ger ▯▯▯▯▯
 ging/ham ▯▯▯▯▯▯
 give/a/way ▯▯▯▯▯▯▯▯▯
 glad/dened ▯▯▯▯▯▯▯
 glanced ▯▯▯▯▯▯

glass/work ██████████
 glis/ten/ing ██████████
 glu/ten/ous ██████████
 gob/bled ████████
 gob/ble/dy/gook ████████████████
 gob/bler ████████
 go-between ██████
 gob/let ██████
 go-by ██████
 god/damn ██████████
 god/dess ██████████
 god/father ████████
 Goe/ring ██████████
 Goe/the ██████████
 go/ing ██████
 gone ██████
 good ██████
 good-by ████████
 Good Hope, Cape of
 ██████████ ██████████ ██████████
 good/ness ████████
 goods ██████
 good/will ██████████
 Goody [*title*] ██████████
 good/y-goody ██████████
 Good/year ██████████
 Goody Two Shoes
 ██████████ ██████████ ██████████
 goose/neck ██████████
 gos/hawk ██████████
 Goth/am ██████████
 Göt/ter/dām/mer/ung
 ████████████████████████████████
 gov/ern/ess ██████████
 gran/dame ██████████
 grand/child ██████████
 grand/children ████████
 gran/dee ████████
 grand/father ████████
 gran/dil/o/quence ████████████████████
 grand/mother ████████
 Grantham ████████████████
 grass/hop/per ████████████████████
 great ████████
 Great Brit/ain ██████████ ██████████
 great/ness ██████████

gre/nade ████████
 grey/hound ██████████
 grey/'ound ██████████
 grid/dle ████████
 grif/fin ████████
 ground/work ██████████
 grub/bi/ness ██████████
 grue/some/ness ████████████████
 guin/ea ████████
 guin/eas ██████████

H

ha/be/as cor/pus ██████████ ██████████
 had/dock ██████████
 Ha/des ██████████
 had/ji ████████
 Had/ley ██████████
 hadn't ████████
 Ha/dri/an ██████████
 Ha/gers/town ████████████████
 hag/gard ████████
 Hal/low/e'en ████████████████
 hand/i/work ████████
 han/dled ████████
 hand/somer ████████
 hand/somest ████████
 hand-to-hand ████████████████
 handy ████████
 Hanseatic ████████████████
 Hap/good ██████████
 hap/py-go-lucky ████████████████████████████████
 har/bin/ger ██████████
 hard-earned ██████████
 harm/ful/ly ██████████
 har/nessed ████████
 haven't ██████████
 head/dress ████████████████
 heard ████████
 Hed/da ██████████
 hedge/row ██████████
 hei/nous ██████████
 hem/i/sphere ████████████████████
 hence/forth ████████
 Hen/ness/ey ██████████

L

lac/er/a/tion ▤ ▤ ▤ ▤ ▤ ▤
 lack/a/day ▤ ▤ ▤ ▤ ▤ ▤
 lad/der ▤ ▤ ▤ ▤
 la/dy-in-wait/ing ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lag/gard ▤ ▤ ▤ ▤ ▤
 la/i/ty ▤ ▤ ▤ ▤
 lam/en/ta/tion ▤ ▤ ▤ ▤ ▤ ▤
 lanced ▤ ▤ ▤ ▤
 Lan/ce/lot ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lanc/er ▤ ▤ ▤ ▤
 land/lord ▤ ▤ ▤ ▤
 land/lub/ber ▤ ▤ ▤ ▤ ▤ ▤
 lar/ce/ny ▤ ▤ ▤ ▤ ▤
 la/ryn/ge/al ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lath/ered ▤ ▤ ▤ ▤ ▤
 lath/work ▤ ▤ ▤ ▤ ▤
 laun/der/ing ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lau/re/ate ▤ ▤ ▤ ▤ ▤ ▤ ▤
 Law/rence ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lay/out ▤ ▤ ▤ ▤ ▤
 lead/en ▤ ▤ ▤ ▤ ▤
 lea/guer ▤ ▤ ▤ ▤ ▤
 Le/an/der ▤ ▤ ▤ ▤ ▤
 lean-to ▤ ▤ ▤ ▤ ▤ ▤
 learned ▤ ▤ ▤ ▤ ▤
 leath/er ▤ ▤ ▤ ▤ ▤
 leav/en/ing ▤ ▤ ▤ ▤ ▤ ▤
 leg/ging ▤ ▤ ▤ ▤ ▤
 length/en ▤ ▤ ▤ ▤ ▤ ▤
 le/ni/ence ▤ ▤ ▤ ▤ ▤
 Len/in/grad ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 Leroy ▤ ▤ ▤ ▤ ▤
 less ▤ ▤ ▤ ▤ ▤
 les/see ▤ ▤ ▤ ▤ ▤ ▤ ▤
 les/son ▤ ▤ ▤ ▤ ▤ ▤ ▤
 Lethe ▤ ▤ ▤ ▤ ▤
 letter ▤ ▤ ▤
 lettered ▤ ▤ ▤ ▤
 letter/head ▤ ▤ ▤ ▤ ▤ ▤
 letter/ing ▤ ▤ ▤ ▤
 letter/press ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 letters ▤ ▤ ▤ ▤
 lev/er ▤ ▤ ▤ ▤

lev/er/age ▤ ▤ ▤ ▤ ▤ ▤
 Le/ver Broth/ers ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 Lew/is/ton ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 Li/be/ri/an ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lied ▤ ▤ ▤
 life/like ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 life/time ▤ ▤ ▤ ▤ ▤ ▤
 li/geance ▤ ▤ ▤ ▤ ▤ ▤
 light/head/ed ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 like/a/ble ▤ ▤ ▤ ▤ ▤ ▤ ▤
 likes ▤ ▤ ▤ ▤ ▤
 lime/ade ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 line/age [*alignment*] ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lin/e/age [*ancestry*] ▤ ▤ ▤ ▤ ▤ ▤
 lin/e/al ▤ ▤ ▤ ▤ ▤
 lin/e/a/ment ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lin/e/ar ▤ ▤ ▤ ▤ ▤
 lin/en ▤ ▤ ▤ ▤
 lin/ger ▤ ▤ ▤ ▤ ▤
 lin/ge/rie ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lin/guist ▤ ▤ ▤ ▤ ▤ ▤
 li/on/ess ▤ ▤ ▤ ▤ ▤ ▤ ▤
 li/on/et ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lis/some/ness ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lis/ten/er ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lithe/some/ness ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 little ▤ ▤ ▤ ▤
 little/ness ▤ ▤ ▤ ▤ ▤ ▤
 littler ▤ ▤ ▤ ▤ ▤
 Little Rock ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 littlest ▤ ▤ ▤ ▤ ▤
 Lit/tle/ton ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 live/a/ble ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 liv/ery ▤ ▤ ▤ ▤ ▤ ▤ ▤
 loathed ▤ ▤ ▤ ▤ ▤ ▤ ▤
 Loch Ness ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lo/co/weed ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 loft/i/ness ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 log/a/rithm ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 log/ger ▤ ▤ ▤ ▤ ▤ ▤
 Lon/don/er ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lone/some ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lone/som/est ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 lon/gev/i/ty ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
 long/hand ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤

lon/gi/tude ⠠⠠⠠⠠⠠⠠⠠⠠
 look/out ⠠⠠⠠⠠⠠⠠
 lord/ing ⠠⠠⠠
 lord/ship ⠠⠠⠠⠠
 Lou/is Braille ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 low-spir/it/ed ⠠⠠⠠⠠⠠⠠
 Luft/waf/fe ⠠⠠⠠⠠⠠⠠⠠⠠
 lug/gage ⠠⠠⠠⠠⠠
 lunch/eon/ette ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 ly/ing-in ⠠⠠⠠⠠⠠

M

mac/a/ro/ni ⠠⠠⠠⠠⠠⠠⠠
 Mac/ca/be/an ⠠⠠⠠⠠⠠⠠⠠
 Mac/e/do/nia ⠠⠠⠠⠠⠠⠠⠠⠠
 ma/chin/ery ⠠⠠⠠⠠⠠
 mack/i/naw ⠠⠠⠠⠠⠠⠠
 mad/dened ⠠⠠⠠⠠
 mae/nad ⠠⠠⠠⠠⠠
 mag/got ⠠⠠⠠⠠
 mag/is/te/rial ⠠⠠⠠⠠⠠⠠⠠⠠
 ma/ha/ra/jah ⠠⠠⠠⠠⠠⠠⠠⠠
 ma/ha/ra/ni ⠠⠠⠠⠠⠠⠠⠠
 mah-jongg ⠠⠠⠠⠠⠠⠠⠠
 main/stay ⠠⠠⠠⠠⠠
 main/te/nance ⠠⠠⠠⠠⠠⠠
 make-be/lieve ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 mal/e/dic/tion ⠠⠠⠠⠠⠠⠠⠠⠠
 mal/in/ger/er ⠠⠠⠠⠠⠠⠠
 mal/le/a/ble ⠠⠠⠠⠠⠠⠠
 man/age/a/ble ⠠⠠⠠⠠⠠⠠⠠
 man/da/rin ⠠⠠⠠⠠
 man/date ⠠⠠⠠⠠
 man/drake ⠠⠠⠠⠠⠠
 man-eat/er ⠠⠠⠠⠠⠠⠠
 man/like ⠠⠠⠠⠠⠠⠠
 many/fold ⠠⠠⠠⠠⠠
 many-sid/ed ⠠⠠⠠⠠⠠⠠
 mar/a/schi/no ⠠⠠⠠⠠⠠⠠⠠
 ma/raud/er ⠠⠠⠠⠠⠠
 mar/bled ⠠⠠⠠⠠
 mar/ble/ized ⠠⠠⠠⠠⠠
 mar/chion/ess ⠠⠠⠠⠠⠠⠠
 Mar/gue/rite ⠠⠠⠠⠠⠠⠠⠠⠠

Ma/rie ⠠⠠⠠⠠
 ma/rine ⠠⠠⠠⠠
 mar/i/on/ette ⠠⠠⠠⠠⠠⠠⠠⠠
 mar/i/time ⠠⠠⠠⠠
 ma/rooned ⠠⠠⠠⠠⠠
 mar/riage/a/ble ⠠⠠⠠⠠⠠⠠⠠⠠
 mar/tin/gale ⠠⠠⠠⠠⠠⠠⠠
 mast/head ⠠⠠⠠⠠⠠
 math/e/mat/ics ⠠⠠⠠⠠⠠⠠⠠⠠
 mat/i/née ⠠⠠⠠⠠⠠
 Mat/thew ⠠⠠⠠⠠⠠
 Maugham ⠠⠠⠠⠠⠠⠠
 maun/der/ing ⠠⠠⠠⠠⠠⠠
 may/be ⠠⠠⠠⠠
 Mc/Com/mack ⠠⠠⠠⠠⠠⠠⠠⠠
 Mc/Con/nell ⠠⠠⠠⠠⠠⠠⠠
 me/an/der/ing ⠠⠠⠠⠠
 mean/time ⠠⠠⠠⠠
 mecca ⠠⠠⠠⠠
 me/dal/lion ⠠⠠⠠⠠⠠⠠⠠
 med/dle/some ⠠⠠⠠⠠⠠⠠
 me/di/a/tion ⠠⠠⠠⠠
 me/dic/i/nal ⠠⠠⠠⠠⠠⠠
 me/di/oc/ri/ty ⠠⠠⠠⠠⠠⠠⠠
 Med/i/ter/ra/ne/an ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 meg/a/phone ⠠⠠⠠⠠⠠⠠⠠
 meg/a/phoned ⠠⠠⠠⠠⠠⠠⠠⠠
 me/men/to ⠠⠠⠠⠠
 mem/o/ran/dum ⠠⠠⠠⠠⠠⠠⠠
 mé/nage ⠠⠠⠠⠠⠠
 me/nag/er/ie ⠠⠠⠠⠠⠠⠠
 me/ni/al ⠠⠠⠠⠠
 men/in/gi/tis ⠠⠠⠠⠠⠠⠠⠠
 men/tal/i/ty ⠠⠠⠠⠠⠠⠠
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 mer/cc/nary ⠠⠠⠠⠠⠠
 mer/chan/dis/ing ⠠⠠⠠⠠⠠⠠
 Mer/e/dith ⠠⠠⠠⠠⠠
 me/rid/i/an ⠠⠠⠠⠠⠠⠠
 me/ringue ⠠⠠⠠⠠
 mer/i/ted ⠠⠠⠠⠠
 mer/ry-go-round ⠠⠠⠠⠠⠠⠠⠠⠠
 mi/cro/film ⠠⠠⠠⠠⠠⠠⠠
 Mi/cro/ne/sian ⠠⠠⠠⠠⠠⠠⠠⠠⠠

mi/cro/wave ▤▤▤▤▤▤▤▤
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 mi/lord ▤▤▤▤
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 min/e/stro/ne ▤▤▤▤▤▤▤▤
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 pas/ser-by ▤▤▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 pas/sion/less ▤▤▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 pass/word ▤▤▤▤▤▤▤▤▤▤▤▤▤▤▤
 pas/tel ▤▤▤▤▤▤▤▤▤▤▤▤▤▤▤

pas/time ▣ ▣ ▣ ▣ ▣
 patch/work ▣ ▣ ▣ ▣ ▣ ▣
 pa/thet/i/cal/ly ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pa/tience ▣ ▣ ▣ ▣ ▣ ▣
 pa/tron/ess ▣ ▣ ▣ ▣ ▣ ▣ ▣
 peace/a/ble ▣ ▣ ▣ ▣ ▣ ▣
 pea/cock ▣ ▣ ▣ ▣ ▣ ▣
 pean ▣ ▣ ▣
 pea/nut ▣ ▣ ▣ ▣ ▣
 pearl ▣ ▣ ▣ ▣
 peb/ble ▣ ▣ ▣ ▣
 pe/dan/tic ▣ ▣ ▣ ▣ ▣ ▣ ▣
 ped/dler ▣ ▣ ▣ ▣ ▣
 ped/es/tal ▣ ▣ ▣ ▣ ▣ ▣
 pe/des/tri/an ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 ped/i/ment ▣ ▣ ▣ ▣ ▣
 Pe/king/ese ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pe/nal ▣ ▣ ▣ ▣
 pence ▣ ▣ ▣ ▣
 Pe/nel/o/pe ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pen/in/su/la ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pen/i/ten/tia/ry ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pe/nol/o/gist ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pen/sion [*a payment*] ▣ ▣ ▣ ▣ ▣
 pent/house ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pe/nu/ri/ous ▣ ▣ ▣ ▣ ▣ ▣ ▣
 peo/ples ▣ ▣ ▣ ▣ ▣ ▣ ▣
 peo/ple's ▣ ▣ ▣ ▣
 per/ceiv/a/ble ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 perceive ▣ ▣ ▣ ▣ ▣
 perceived ▣ ▣ ▣ ▣ ▣ ▣
 perceiving ▣ ▣ ▣ ▣ ▣ ▣
 per/chance ▣ ▣ ▣ ▣ ▣ ▣
 per/fo/ra/tion ▣ ▣ ▣ ▣ ▣ ▣
 perhaps ▣ ▣ ▣ ▣
 per/i/ne/al ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/i/ne/um ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pe/ri/od/ic ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/i/to/ne/um ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/me/a/ble ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/me/at/ing ▣ ▣ ▣ ▣ ▣ ▣ ▣
 Per/seph/o/ne ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/se/ver/ance ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/se/vered ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 per/ti/nac/i/ty ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣

per/ti/nent ▣ ▣ ▣ ▣ ▣ ▣ ▣
 Pe/ru ▣ ▣ ▣ ▣ ▣
 pe/ruse ▣ ▣ ▣ ▣ ▣ ▣
 pest/house ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pe/ti/tion/er ▣ ▣ ▣ ▣ ▣ ▣ ▣
 Pha/raoh ▣ ▣ ▣ ▣ ▣ ▣ ▣
 phe/nol ▣ ▣ ▣ ▣ ▣ ▣
 phe/nom/e/non ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 phi/lan/der/er ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 Phi/lis/tine ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 Phin/e/as ▣ ▣ ▣ ▣ ▣ ▣ ▣
 Phoe/nix ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 phone ▣ ▣ ▣ ▣ ▣
 phoned ▣ ▣ ▣ ▣ ▣ ▣
 pho/net/i/cal/ly ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pho/to/flash ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 phre/net/ic ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pic/a/rooned ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pig/head/ed ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pig/men/ta/tion ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pi/le/at/ed ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pi/lot/house ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pi/men/to ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pine/ap/ple ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pine/drops ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 ping-pong ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pi/noch/le ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pi/ñon ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pi/o/neer/ing ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pis/ta/chio ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pitch/blende ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pit/y/ing ▣ ▣ ▣ ▣ ▣ ▣ ▣
 piz/ze/ria ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 plain/ness ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pla/teau ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 plat/i/num ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 play/time ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 play/wright ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pledg/er ▣ ▣ ▣ ▣ ▣ ▣ ▣
 plen/ti/ful/ly ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 plow/share ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 plun/dered ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 poi/soned ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 poi/son/er ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣
 pole/ax ▣ ▣ ▣ ▣ ▣ ▣ ▣ ▣

pon/gee ■■■■■
 pope/dom ■■■■■■
 pop/ery ■■■■
 por/rin/ger ■■■■
 port/hole ■■■■■■
 Port Sa'id ■■■■ ■■■■
 pos/te/ri/or ■■■■■■
 pos/ter/i/ty ■■■■
 post/haste ■■■■■■
 post/hu/mous ■■■■■■
 post/paid ■■■■
 post/poned ■■■■■■
 post/pone/ment ■■■■■■
 pot/hole ■■■■■■
 pot/sherd ■■■■
 pound/ing ■■■■
 Pow/ha/tan ■■■■■■
 prac/ti/tion/er ■■■■■■
 prae/no/men ■■■■■■
 pranced ■■■■
 pranc/er ■■■■
 pran/di/al ■■■■■■
 pre/a/dult ■■■■■■
 pre/am/ble ■■■■■■
 pre/ar/ranged ■■■■■■
 prec/e/dent ■■■■■■
 pre/con/ceived ■■■■■■
 pre/con/cep/tion ■■■■■■
 pre/da/cious ■■■■■■
 pre/dat/ed ■■■■■■
 pred/a/to/ry ■■■■■■
 pre/de/ceased ■■■■■■
 pred/e/ces/sor ■■■■■■
 pre/des/ti/na/tion ■■■■■■
 pre/de/ter/mined ■■■■■■
 pre/dic/a/ment ■■■■■■
 pred/i/cat/ed ■■■■■■
 pre/dic/tion ■■■■■■
 pre/di/gest/ed ■■■■■■
 pre/di/lec/tion ■■■■■■
 pre/dis/posed ■■■■■■
 pre/dom/i/nance ■■■■■■
 pre/na/tal ■■■■■■
 pre/nup/tial ■■■■■■
 pre/oc/cu/pied ■■■■■■

prep/a/ra/tion ■■■■■■
 pre/req/ui/site ■■■■■■
 pre/rog/a/tive ■■■■■■
 pres/tige ■■■■■■
 priest/hood ■■■■■■
 prig/gish/ness ■■■■■■
 prin/ci/pal/ly ■■■■■■
 pris/on/er ■■■■■■
 prith/ee ■■■■
 pro and con ■■ ■■■
 pro/ba/tion/er ■■■■■■
 prob/lem/at/i/cal/ly ■■■■■■
 pro/cc/dure ■■■■■■
 Prof. ■■■■
 prof/a/na/tion ■■■■■■
 pro/fane/ly ■■■■■■
 pro/fan/i/ty ■■■■■■
 pro/fes/sion/al/ly ■■■■■■
 pro/fes/sor ■■■■■■
 pro/fes/so/ri/al ■■■■■■
 prof/fered ■■■■
 pro/fi/cien/cy ■■■■■■
 pro/file ■■■■■■
 prof/it ■■■■
 prof/li/gate ■■■■■■
 pro/found/ness ■■■■■■
 pro/fun/di/ty ■■■■■■
 pro/fu/sion ■■■■■■
 pro/lon/ga/tion ■■■■■■
 prom/e/nad/ing ■■■■■■
 prom/i/nent ■■■■■■
 prone/ness ■■■■
 prong/horn ■■■■■■
 pro/nounce/a/ble ■■■■■■
 proof ■■■■
 prop/a/gan/da ■■■■■■
 pro/pin/qui/ty ■■■■■■
 pro/po/nent ■■■■■■
 pros and cons ■■ ■■■
 pros/tra/tion ■■■■■■
 pro/tes/ta/tion ■■■■■■
 pro/union ■■■■■■
 prov/e/nance ■■■■■■
 prud/ery ■■■■
 pshaw ■■■■

psych/e/del/ic ■■■■■■■■■■
 pud/dle ■■■■■
 pu/er/il/i/ty ■■■■■■■
 pur/blind ■■■■■
 py/tho/ness ■■■■■

Q

quad/ri/no/mi/al ■■■■■■■■■■■■■■
 quaff/ed ■■■■■
 quan/da/ry ■■■■■
 quar/rel/some ■■■■■■■■
 quea/si/ness ■■■■■■■
 Queens/town ■■■■■■■■■■
 question/a/ble ■■■■■
 questioned ■■■
 question/naire ■■■■■■■
 quib/bled ■■■■■
 quick ■■■
 quick/en ■■■
 quick/ly ■■■■
 quick/ness ■■■■■
 quick/sand ■■■■■
 quick-wit/ted ■■■■■■■■■
 quid/di/ty ■■■■■■■
 qui/nine ■■■■■

R

rab/bi ■■■■■
 rab/ble ■■■■■
 raf/ter ■■■■■
 ra/gout ■■■■■
 rag/time ■■■■■
 rai/ment ■■■■■
 ral/ly ■■■
 ram/bler ■■■■■
 ram/part ■■■■■
 ran/che/ro ■■■■■
 ran/dom ■■■■■
 ran/somed ■■■■■■■
 rap/proche/ment ■■■■■■■■■■
 rare/ness ■■■■■
 ra/tion/al/ly ■■■■■
 raw/hide ■■■■■■■
 re/ac/tion/ary ■■■■■■■■■

re/ad/just ■■■■■■■
 re/a/dopt/ed ■■■■■■■■
 read/y-to-wear ■■■■■■■■■■
 re/af/fir/ma/tion ■■■■■■■■■■
 real ■■■
 re/al/i/ty ■■■■■
 re/al/ize ■■■■■
 re/al/li/ance ■■■■■■■■
 re/al/ly ■■■■
 re-al/ly ■■■■■■■
 re/ap/pear/ance ■■■■■■■■■■
 re/ap/por/tion/ment ■■■■■■■■■■■■
 re/ar/ma/ment ■■■■■■■■
 re/as/sur/ance ■■■■■■■■■
 re/bound/ing ■■■■■■■
 re/ced/ed ■■■■■
 re/ceiv/a/ble ■■■■■■■■■
 receive ■■■
 received ■■■■■
 receiver/ship ■■■■■■■■
 receiving ■■■■■
 re/ces/sion/al ■■■■■■■■■■
 reck/oned ■■■■■■■
 re/com/mence ■■■■■■■■■
 re-com/mis/sion ■■■■■■■■■■■■
 re-con/nect ■■■■■■■■■
 re/con/struct/ed ■■■■■■■■■■■■
 rec/re/ant ■■■■■■■
 rec/re/at/ed ■■■■■■■■
 rec/re/a/tion ■■■■■■■
 red/dened ■■■■■
 re/ded/i/ca/tion ■■■■■■■■■
 re/deemed ■■■■■■■
 red/in/gote ■■■■■■■
 re/di/rect/ed ■■■■■■■■■■
 re/dis/po/si/tion ■■■■■■■■■■■■
 re/dis/tri/bu/tion ■■■■■■■■■■■■■■
 re/di/vid/ed ■■■■■■■■■
 red/o/lence ■■■■■■■
 re/dou/bled ■■■■■■■
 re/dress ■■■■■■■
 re/duce ■■■■■■■
 re/dun/dance ■■■■■■■■■
 re/en/force ■■■■■■■
 ref/or/ma/tion ■■■■■■■

reg/i/men/ta/tion ▣▣▣▣▣▣▣▣
 Reichs/tag ▣▣▣▣▣▣▣▣
 re/in/car/na/tion ▣▣▣▣▣▣▣▣
 rein/deer ▣▣▣▣▣▣
 rejoice ▣▣▣▣
 rejoice/ful ▣▣▣▣▣▣
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 re/ju/ve/na/tion ▣▣▣▣▣▣▣▣
 re/la/tion/ship ▣▣▣▣▣▣▣▣
 re/me/di/al ▣▣▣▣▣▣▣
 rem/e/dy ▣▣▣▣▣▣
 rem/i/nis/cence ▣▣▣▣▣▣▣▣▣
 Ren/ais/sance ▣▣▣▣▣▣▣▣▣
 re/nal ▣▣▣▣▣
 re/named ▣▣▣▣▣▣
 re/nas/cent ▣▣▣▣▣▣▣▣
 re/nav/i/gate ▣▣▣▣▣▣▣▣▣▣▣
 ren/con/tre ▣▣▣▣▣▣▣▣▣
 ren/dez/vous ▣▣▣▣▣▣▣▣▣
 ren/e/gade ▣▣▣▣▣▣▣▣
 re/new/al ▣▣▣▣▣▣▣▣
 Re/no ▣▣▣▣▣
 re/nom/i/na/tion ▣▣▣▣▣▣▣▣▣▣▣
 ren/o/vate ▣▣▣▣▣▣▣▣
 re/nowned ▣▣▣▣▣▣▣▣
 Rensselaer ▣▣▣▣▣▣▣▣▣▣▣
 re/nu/mer/ate ▣▣▣▣▣▣▣▣▣▣▣
 re/nun/ci/a/tion ▣▣▣▣▣▣▣▣▣▣▣▣
 re/paid ▣▣▣▣▣▣
 rep/a/ra/tion ▣▣▣▣▣▣▣▣
 rep/ar/tee ▣▣▣▣▣▣▣▣
 re/par/ti/tion ▣▣▣▣▣▣▣▣▣▣
 re/quite ▣▣▣▣▣▣▣▣▣▣
 re/read ▣▣▣▣▣▣▣▣
 rere/dos ▣▣▣▣▣▣▣▣
 re/run ▣▣▣▣▣▣▣▣
 re/sound/ing ▣▣▣▣▣▣▣▣▣
 res/tau/rant ▣▣▣▣▣▣▣▣▣▣▣
 res/tive/ness ▣▣▣▣▣▣▣▣▣▣▣
 res/to/ra/tion ▣▣▣▣▣▣▣▣▣▣▣
 ret/i/na ▣▣▣▣▣▣▣▣▣▣
 ret/i/nue ▣▣▣▣▣▣▣▣▣▣▣
 ret/ro/flex ▣▣▣▣▣▣▣▣▣▣▣▣
 rev/e/nue ▣▣▣▣▣▣▣▣▣▣▣
 re/ver/ber/a/tion ▣▣▣▣▣▣▣▣▣▣▣▣

re/vere ▣▣▣▣▣▣
 Re/vere ▣▣▣▣▣▣▣▣
 rev/er/ence ▣▣▣▣▣▣
 rev/er/end ▣▣▣▣▣▣
 rev/er/ie ▣▣▣▣▣▣
 re/versed ▣▣▣▣▣▣▣▣
 re/ver/ted ▣▣▣▣▣▣▣▣
 rev/ery ▣▣▣▣▣
 rev/o/lu/tion/ary ▣▣▣▣▣▣▣▣▣▣▣▣
 rhine/stone ▣▣▣▣▣▣▣▣▣
 rhi/noc/er/os ▣▣▣▣▣▣▣▣▣▣
 Rhone ▣▣▣▣▣▣
 rib/band ▣▣▣▣▣▣
 rib/boned ▣▣▣▣▣▣▣▣
 ri/bo/fla/vin ▣▣▣▣▣▣▣▣▣▣▣▣
 rid/dance ▣▣▣▣▣▣▣▣
 riff/raff ▣▣▣▣▣▣▣▣▣▣
 ri/fle/ry ▣▣▣▣▣▣▣▣▣▣
 rig/ger ▣▣▣▣▣▣
 right/about ▣▣▣▣▣▣▣▣
 right/eous/ness ▣▣▣▣▣▣▣▣▣▣▣
 right/ful/ly ▣▣▣▣▣▣▣▣▣▣▣
 right-handed ▣▣▣▣▣▣▣▣▣▣▣
 rig/ma/role ▣▣▣▣▣▣▣▣▣▣▣▣
 roar/ing ▣▣▣▣▣▣▣▣
 robbed ▣▣▣▣▣▣▣▣
 rob/bery ▣▣▣▣▣▣▣▣▣▣
 Roent/gen ▣▣▣▣▣▣▣▣▣▣▣▣
 ro/manc/er ▣▣▣▣▣▣▣▣▣▣
 Rom/a/ny ▣▣▣▣▣▣▣▣▣▣
 roof/er ▣▣▣▣▣▣▣▣▣
 ro/sc/ate ▣▣▣▣▣▣▣▣▣▣
 rou/ble ▣▣▣▣▣▣▣▣▣
 rough/ened ▣▣▣▣▣▣▣▣▣▣
 round/about ▣▣▣▣▣▣▣▣▣▣▣
 roun/de/lay ▣▣▣▣▣▣▣▣▣▣▣▣
 roust/about ▣▣▣▣▣▣▣▣▣▣▣
 rout ▣▣▣▣▣▣▣▣▣
 roux ▣▣▣▣▣▣▣▣▣
 rubbed ▣▣▣▣▣▣▣▣▣▣
 rud/der ▣▣▣▣▣▣▣▣▣▣
 ru/di/men/ta/ry ▣▣▣▣▣▣▣▣▣▣▣▣▣
 ruf/fi/an ▣▣▣▣▣▣▣▣▣▣▣▣
 ru/mi/nant ▣▣▣▣▣▣▣▣▣▣▣▣▣
 run/about ▣▣▣▣▣▣▣▣▣▣▣▣

ruth/less/ness ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤

S

sab/bat/i/cal ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sac/cha/rine ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
Sac/ra/men/to ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
saf/flow/er ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
said ▤ ▤
Sa/id [name] ▤ ▤ ▤ ▤ ▤ ▤
saint/hood ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sal/a/man/der ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sale/a/ble ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
Sal/ly ▤ ▤ ▤ ▤
salt/works ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
san/dal ▤ ▤ ▤ ▤
san/gui/nary ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sar/co/ma ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sa/rong ▤ ▤ ▤ ▤
sar/sa/pa/ri/la ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
Sat/ur/day ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sav/age/ry ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
saw/horse ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
say-so ▤ ▤ ▤ ▤ ▤ ▤
scab/bi/ness ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scaf/fold/ing ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scan/dal/ous ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
Scan/di/na/vi/an ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scathe/less ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sce/nar/io ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scen/ery ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
schism ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scho/las/tic ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
schoon/er ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
schot/tische ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sci/ence ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scle/ro/sis ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scoff ▤ ▤ ▤ ▤
scone ▤ ▤ ▤ ▤
scoun/drel ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scrib/bled ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scrubbed ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scuff ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scuffed ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
scythe ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤

sea ▤ ▤ ▤ ▤
sea/far/ing ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sea-green ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sea/man ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sé/ance ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
searched ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
seas ▤ ▤ ▤ ▤
sea/shore ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sea/soned ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
Se/at/tle ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
se/ced/ed ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
se/dan ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
se/date ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sed/a/tive ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sed/en/tary ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
sed/i/ment ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
se/di/tion ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
se/duced ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
se/duc/tion ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤ ▤
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 so [*musical note*] ▤▤▤▤
 so-and-so ▤▤▤▤▤▤▤▤
 so/be/it ▤▤▤▤▤▤▤▤
 so-called ▤▤▤▤▤▤▤▤▤▤
 so/fa ▤▤▤▤▤▤
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 souf/flé ⠠⠠⠠⠠⠠
 sought ⠠⠠⠠
 sound/less ⠠⠠⠠⠠
 south/east ⠠⠠⠠⠠⠠
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 sou/ve/nir ⠠⠠⠠⠠⠠⠠
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sta/tion/ary ⠠⠠⠠⠠⠠
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 step/child ⠠⠠⠠⠠⠠⠠
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 su/pi/na/tion ⠠⠠⠠⠠⠠⠠
 su/pine/ness ⠠⠠⠠⠠⠠⠠⠠
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time/ta/ble ▤▤▤▤
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 To/le/do ▤▤▤▤▤
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 top/full ▤▤▤▤▤▤▤
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 tou/can ▤▤▤▤▤
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 un/do ▤▤▤▤▤
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 un/necessary ▤▤▤▤▤
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 un/will/ing ▤▤▤▤▤▤▤
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V

va/ca/tion/ist ▤▤▤▤▤▤▤
 vac/ci/na/tion ▤▤▤▤▤▤▤
 vain/glo/ri/ous ▤▤▤▤▤▤▤▤▤▤
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 vice/roy ▤▤▤▤▤▤▤▤
 vil/lain/ess ▤▤▤▤▤▤▤▤▤▤
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W

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 Will ▣▣
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 will-o'-the-wisp ▣▣▣▣▣▣▣▣▣▣
 wills ▣▣▣▣▣
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 Wy/an/dotte ▣▣▣▣▣▣▣▣▣

X

X-ray ▣▣▣▣▣▣▣
 xy/lo/phone ▣▣▣▣▣▣▣▣▣

Y

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 Yeats ▣▣▣▣▣▣
 yes/ter/day ▣▣▣▣▣▣▣
 Yid/dish ▣▣▣▣▣▣▣
 yo/ghurt ▣▣▣▣▣▣▣
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Z

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Lesson 12

Letter Sign

Speech Mannerisms: Stammering, Speech Hesitation or Elongation,

Sound Imitations, Lisped Words, Dialect

Divided Words: Syllabicated and Spelled Out Words

Note: In this and future lessons there will necessarily be references to rules in *Braille Formats: Principles of Print to Braille Transcription* on subjects not addressed in *EBAE*. While studying *Braille Formats* you may encounter inconsistencies between rules in the two books. These inconsistencies are under study by BANA technical committees. Unless otherwise stated, when in doubt follow the rules as set forth in *EBAE* and this manual when preparing lessons or a certification manuscript.

12.1 Letter Sign in General [II.12]

The letter sign (dots 5-6), also known as the letter indicator, is a composition sign like the capital sign and the number sign. It is used to indicate that a letter or letter grouping *has a letter meaning*, and is not a whole-word contraction or a short-form word. Thus, the letter *d* standing alone has the whole word meaning *do*, but if a letter sign precedes it, it is read as the letter *d*. The letter sign is also used to differentiate between letters and numbers and with roman numerals (to be studied later).

12.2 Letter Sign (Indicator) Used to Identify Single Letters [II.12]

A letter sign is placed immediately before a single, lower-case letter. If the letter is capitalized, the letter sign is placed before the capital sign. Examples:

Make an x.

Figure 1 shows a 3x3 grid of dot patterns. Each cell contains a 3x3 sub-grid of dots. The patterns are as follows:

$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$
$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$
$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{matrix}$

X marks the spot.

Figure 1 shows 12 dot patterns arranged in a 3x4 grid. Each pattern is a 3x3 grid of dots. The first two rows of each pattern are identical, and the third row is a permutation of the first two rows. The patterns are labeled 1 through 12.

12.2a *a*, *i*, and *o* as letters and words. The letter sign is placed before the letters *a*, *i*, and *o* when they stand for letters, even though these letters have no contracted meaning. The letter sign is not used before the words *a*, *I*, and *O*. Examples:

Say the vowels, a, e, i, o, u.


The figure consists of 10 sub-diagrams arranged horizontally, each showing a 5x5 grid of dots. Black dots represent the presence of a variable at a specific time and location. The sequence shows a pattern that starts as a small cluster of dots in the top-left and grows and moves across the grid over time.

I heard a child sing, "O come, all ye faithful—"

12.2b Plural letters. [II.12.a(4)] Where print shows an *s* added to a single letter to form a plural, in braille a letter sign is placed before the letter and an apostrophe is inserted before the *s*, whether or not it is shown that way in print. Examples:

apostrophe is added in braille. (⠠⠠⠠⠠⠠⠠)

12.2c

across the ice for the nth time.          

The figure displays a 2x12 grid of dot patterns. The top row contains 12 patterns, and the bottom row contains 12 patterns. Each pattern is a unique arrangement of black dots on a white background, representing a digit from 0 to 21. The patterns are arranged in two rows of six, with six additional patterns in the second row.

12.2d

E Coli can be deadly. The Braille representation of the sentence "E Coli can be deadly." is as follows:
 Row 1: E (25), C (13), o (15), l (11), i (14), . (6), c (11), a (13), n (15), b (12), e (15), . (6), d (15), e (15), a (13), d (15), l (11), y (14), . (6)
 Row 2: (empty)
 Row 3: (empty)

12.3

12.3a

Triple-A

U-turn

The letters a-j

Seats M—S saved

12.3b

[Enclosed single-letter abbreviations and single letters in contact with a slash will be studied in Lesson 13.]

12.4 Letter Sign (Indicator) Used to Distinguish Names and Other Words from Short-Form Words [II.12.a(3)]

A letter sign is used before names, such as *Al* and *Ab*, and words that have the same spelling as short-form words when they fall at the beginning of a sentence, quotation, or line of poetry, or in fully capitalized text. A letter sign is also used for letter groupings, such as abbreviations, when they could be confused with short-form words. Examples:

Al said to his sister, "Ag, come here!"

TUESDAY: THE SMITH AND IMM FAMILIES' REUNION

Can I borrow that CD-ROM?

The figure shows a sequence of 10 diagrams, each representing a 4x4 grid of dots. Black dots represent the 'on' state of a cell, while white dots represent the 'off' state. The sequence shows a pattern of dots growing from the top-left corner towards the bottom-right corner. In each step, new dots appear in cells that were previously white, following a specific growth rule. By the 10th diagram, all 16 cells in the 4x4 grid are filled with black dots.

It should be kept in mind that the purpose of the letter sign is to avoid confusion of letters or letter combinations with numbers, contractions, or short-form words. If the context is perfectly clear and no such confusion is possible, the letter sign is not used. Examples:

the XYZ Affair ⠠⠏⠗⠑⠍⠊⠎⠒⠑⠝⠞⠑⠖⠑⠇⠐⠁⠋⠊⠗

Take the frontage road (KK) home.

Please take Uncle Al home now.

SD and JY connect at W.

When deciding whether or not something is clear in context, remember that what might seem clear to a sighted reader is not always obvious to the braille reader because the braille reader cannot see the surrounding text. In the sentence "*TN is the postal abbreviation for Tennessee.*" a letter sign before the *TN* quickly identifies the letters as an abbreviation and not the short-form for *tonight*. However, it would not be necessary to use the letter sign before *TN* in a list of Tennessee addresses. Other examples:

We have a fine PD. We have a fine PD.

Some police departments aren't so good, but we have a fine PD.

Figure 1 shows a 2x10 grid of dot patterns. The top row contains patterns for digits 0 through 9. The bottom row contains patterns for digits 0 through 9. Each digit is represented by a unique arrangement of dots on a 2x10 grid.

A letter sign distinguishes a letter from a number in a letter/number combination. Whenever a single letter (capitalized or uncapitalized) and a number are connected by a hyphen, a letter sign is needed before the letter to prevent it from being read as another number or as a whole-word contraction. Examples:

12.5a Numbers followed by letters. To alert the reader that numbers have stopped and letters have begun, a letter sign is used when a letter, a letter grouping, or a hyphen and letters, *immediately* follows a number. Examples:

- Note: An exception to this rule occurs with ordinal numbers where the number is immediately followed by letters or a part-word contraction, as in *2nd* and *4th*. Because context makes the meaning clear, a letter sign is not used in ordinal numbers. [VII.29]

30.a.-f. ⠠⠨⠠⠭⠠⠵⠠⠤⠠⠨⠠⠶⠠⠦⠠⠥

12.5b Numbers followed by words. When a number and a word are joined by a hyphen, as in *6-pack* or *7-Up*, a letter sign is not required unless all of the letters of the word could be misread as a number. Examples:

- Note that the contraction for *can* was not used in 2-*can* case because $\begin{smallmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{smallmatrix} \begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ (without a letter sign) is read 2-3; $\begin{smallmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{smallmatrix} \begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix} \begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ (with a letter sign) is read 2-*c*.

Do Not Use the Letter Sign

1. With the words *a*, *I*, and *O*.
2. With letters that are followed or preceded by an apostrophe, hyphen, or dash indicating omitted letters. [Fish 'n' Chips d--n]
3. With letters designating topics in outlines or listings if they are followed by or enclosed in punctuation.
4. With letter groupings that could not be mistaken for a short-form word. [XYZ]
5. With words, names, or letter groupings that correspond to short-form words, but, because of context, could not be mistaken for one.
6. With a contraction that immediately follows a number, as in ordinal numbers. [1st 4th]
7. With any letter that is immediately followed by a number. [M6]
8. With letter groupings followed immediately by a number, or by a hyphen and a number, that will not be confused with a short-form word. [TY60 ty-60]
9. With words following a number and a hyphen, unless all of the letters of the word could be misread as a number. [6-pack]
10. In stammered words (see 12.7.a). [b-b-boy]
11. With initials and abbreviations followed by periods or a slash (to be studied later).

Drill 23

Practice braille the following sentences.

1. Little Timmy has learned to write but he sometimes forgets to cross his t's and dot his i's.
2. In algebra, the unknown quantity is represented by x.
3. If A has two apples and B has three apples, how many apples do they have altogether?
4. In the word "siege," I can never remember which comes first, the "i" or the "e."
5. D Day, June 6, 1944, was the day set for the landing of Allied forces on the Normandy beaches.
6. The patient was given a large T-bone steak to eat before the second set of X-rays was taken.
7. His duties are: a. to process the mail; b. to answer the phone; c. to receive visitors; and d. to take dictation.
8. Section 4(d) of the outline should be greatly condensed.
9. "Peg o' My Heart, I love you."
10. Grandma said that the modern generation had gone berserk over rock 'n' roll.
11. Line AB is parallel to CD and intersects EF at O.
12. I am also sending a copy of this letter to Ab.

22. We read about Haroun-al-Raschid in the Arabian Nights Tales.

12.7 Speech Mannerisms [II.13]

In the preceding section it was stated that when a letter is joined to a word by a hyphen, the letter sign should precede the letter. In speech mannerisms such as stammering, speech hesitation, and vocal sounds, letters are separated by hyphens but they are actually part of the word itself. In such cases, the letter sign is not used.

12.7a Stammering. When brailleing stammered words, the letter or contraction preceding and following the hyphen must be identical. Therefore, contractions cannot always be used. Examples:

m-m-m-mine ●● ●● ●● ●● ●● ●● ●● ●● ●●

s-s-say

g-ghost

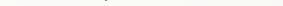
wh-which

f-f-father

wh-where

b-by th-the way

st-st-stop 

EXCEPTION: When a word that can be represented by a one-cell whole-word contraction is stammered, such as *c-c-can* or *d-d-do*, the contraction is not used even though the letters are the same before and after the hyphen (). The use of the contractions would render the words in braille as *can-can-can* and *do-do-do*.

To, *into*, and *by* should be contracted and joined to a stammered word. Examples:

into th-these

to d-do

by th-the way

Short-form words may be used in stammered words only if the short-form begins with the same letter or contraction as the stammered portion. Examples:

g-(good)
m-(myself)
c-conceive

(ch)-(ch)-(children)
d-d-(deceive)
(th)-(th)emselves

q-q-(quick)
qu-quick
b-b-betwe(en)

b-before [not]

s-s-sometime [not]

d-d-d-do [*cannot divide*]

th-th-think [*cannot divide*]

we-e-ellll	a-a-ahh—(ch)-o-o-oh	t(wh)(ing)gg [<i>sound of an arrow</i>]
mmm-more	(sh)hhh!	(er)rrr—ah
pfift	doodle-e-do	(th)e-e-(en)k
so-o-o-o	as-s-s-s	aa(ar)rrgg(gh)h!!

12 - 9

12.8a(2) Spelling words and words under study. [BF Rule 1, §4.a] No contractions are used in spelling words or in words that are being analyzed or that have been broken into parts in order to focus upon spelling, pronunciation, or word construction. Example:

"Can you spell 'stren-u-ous,' Al?"

12.8b Spelled-Out Words. When the letters of a spelled-out word are separated from each other by hyphens, black dots, stars, or spaces, in braille a hyphen is placed between the letters and, when necessary, a transcriber's note (to be studied later) is inserted to explain that the hyphens do not exist in print. Each upper case letter is capitalized individually and letter signs are not used. Examples:

NOW!       

M*A*S*H 

S·T·O·P

Divide spelled-out words only at the end of a syllable. Do not divide a beginning or ending single-letter syllable from the rest of the word. Example:

A-r-a-b-i-a
(A/ra/bi/a)

[correct]
A-r-a-
b-i-a

[incorrect]
A-
r-a-b-i-a

[incorrect]
A-r-a-b-i-
a

Drill 24

Practice brailleing the following sentences.

1. "K-k-k-katie, beautiful lady, you're the only g-g-g-girl that I adore."
2. "Br-r! It's c-cold! D-d-do you th-th-think it'll b-b-b-be warmer t-t-t-tomorrow?" he asked, shivering.
3. "Wh-where did th-that ch-child d-disappear to n-now?" exclaimed the excited mother.
4. "S-s-stop! P-please, let's g-go in," Crystal chattered. "I c-c-c-can't c-c-conceive of anyth-th-thing as c-c-cold as the wa-water in th-th-this l-l-lake."
5. "We-e-ell," the indecisive young captain wavered, "if the storm doesn't soon abate, we may have to send out an SOS."
6. "If you'll be m-i-n-e mine, I'll be t-h-i-n-e thine, and I'll l-o-v-e love you all the t-i-m-e time."
7. "Come on now! All together! Make it loud! Spell it and yell it! Let's go! C E N T R A L! Central!" urged the cheerleader.
8. "I loht my ten thenth, Thuthie," sobbed the little girl.
9. "Iffen I cain't keep goin' fer long, I kin allus set a spell and sip my Harm Walker Likker," said the old mountaineer.

10. "Theess leetle fellair ees lookeeng for hees seestair," explained the Mountie.
11. "And have you consithered, O'Reilly, that the patther of little feet manes that you'll be nadin' mor-r-re bread and butther and tay on the table?"
12. The sign in the barracks read: A·T·T·E·N·T·I·O·N! LIGHTS OUT AT 2300.
13. Oh, what a beau-ti-ful morning!

EXERCISE

Prepare the following exercise for submission to the instructor. As in previous lessons, the running head, **LESSON 12**, should appear on the first line of every page of the exercise. On the first page only, center the title of the story **SCHOOL DAY** on the third line. Leave a blank line between the title and the beginning of the text. Do not leave blank lines between paragraphs.

SCHOOL DAY

It never would have happened to me if Miss Nellie Peabody, the pretty schoolmarm of Possum Hollow, hadn't suddenly eloped with Everett Stamp, the mail carrier for Route 3. This created a crisis in the Possum Hollow School, and in a weak moment I agreed to step into the breach and teach the entire school — all the way from kindergarten to grade a8.

My troubles began early. The children were all seated when Terence O'Shaughnessy came running through the door. I asked why he was late, and he answered in his broadest Irish brogue, "The batthery in me fayther's car was dead." I explained to Terence that the word is pronounced bat-ter-y, not bat-ther-y. But he, not the least bit convinced, glared at me as he took his seat, and snarled, "Divil a bit! That's the way me fayther says it, and me fayther is always right."

I then proceeded with the calling of the roll. I had progressed from the A's through the M's when I became conscious of the fact that the back of the room was enveloped in clouds of smoke. I was frantically looking about to locate the safest exit through which to herd my charges when I discovered the source of the smoke. A huge hulk of a boy, about six feet, two inches tall, clad in blue overalls and a multi-colored T-shirt and wearing colossal brogans that looked to be at least size 12d, was slouching in his seat in the back row calmly smoking a corncob pipe.

"What do you mean by smoking in school?" I demanded.

"We-e-e-ell, I reckon a m-m-man kin have his m-m-mornin' pipe," he drawled. "Y' know the m-m-mailman run off with the t-t-teacher, and my pa made me g-g-go clear into t-town and g-g-git the m-mornin' paper so's he c-c-could read the g-g-gossip. So th-thar w-warn't t-t-time for my m-mornin' p-p-pipe."

"Well, you just put that foul-smelling thing out and do without your smoke for one morning," I snapped.

"Okay," he assented sullenly. "Some p-p-people t-treat you like a ch-child. I bin s-smokin' my p-p-pipe since I was th-thirteen. Some f-folks oughta l-look out for th-theirselves 'steada b-bossin' others 'round."

After the smoke had cleared away I returned to my pedagogic duties, listening to the kindergarten contingent recite their ABCs. Even these little tykes seemed determined to test my patience to the utmost. Whenever little Luigi recited the alphabet he insisted on stopping at *q*. When I asked him why he did this, he replied, "But teachair, Q is for quit — I the-e-enk," and the class roared with laughter. When we came to arithmetic I asked 1st-grade Judy how much 7 and 7 make, and she replied sweetly, "Theventy-theven, Mith Olthen," and again the school rocked with laughter at my expense.

During that whole long day there was one fleeting moment of satisfaction. This happened during the 4th-grade spelling lesson. It became painfully apparent that the children were all having difficulty with words that contained both the letters "e" and "i." Finally, Al asked in desperation, "But how can we tell which comes first, Miss Olsen?"

"Al," I replied, "one thing that will help is to remember this little verse: 'When the letter *c* you spy, place the *e* before the *i*.'" After that, Al and the rest of the class as well had much less trouble.

About this time, noticing that the children were becoming restless, I announced we'd have a real spelldown — choosing up sides and everything. We started with easy words, and for a while things proceeded smoothly and without notable incident. But then it was Jimmy's turn, and I gave him the word "frog." "F-r—" began Jimmy. He hesitated and started over again. "F-r—f-r—" Jimmy appeared to be completely at sea. Just then I detected Tom reaching over and jabbing Jimmy with a pin, and Jimmy finished in a blaze of glory, "—o-g!" I ignored the prompting and went on.

Finally the field was narrowed down to just two survivors; Dorothy Stamp, a bespectacled, pony-tailed intellectual colossus, and little Percy Littlejohn, a precocious brat who always read with expression. (I could envision the day when Percy would be the announcer on the Possum Hollow radio station and would dramatically proclaim the virtues of K-9 dog toys and 2-dog leashes to an enthralled public.)

"Your word is sat-is-fies, Percy," I said.

Percy spelled it with confidence: "S-a-t-i-s-f-y-s."

"How do you spell it, Dorothy?" I asked, and she triumphantly spelled it correctly: "S-a-t-i-s-f-i-e-s."

As I presented Dorothy with a new 3r game as the prize for being the A1 speller of the school, little Percy's small world of conceit came tumbling down amid anguished howls and copious tears, and my little world of peace and tranquillity came tumbling with it.

At last that long day came to a close, and with it my country schoolteacher career was ended. As I stepped out into the bitter cold of that January 1935 afternoon my lips said "Br-r-r-r-r," but my heart uttered a fervent "Thank God!" I was an older and wiser woman. I had learned three never-to-be-forgotten facts: (a) kids say and do the darnedest things, (b) patience is a virtue well worth cultivating, (c) a schoolteacher's life is anything but a bed of roses.

Lesson 13

*Abbreviations, Personal Initials, Initialisms and Acronyms,
Slash (Oblique Stroke), Ditto Sign,
Telephone Numbers, Postal Codes, Dates,
Symbols, Format for Letters (correspondence)*

13.1 Abbreviations in General [VI.27, VIII.31]

The short-form or abbreviated words studied in Lesson 11 are peculiar to braille. Standard abbreviations, however, are commonly used in print and are represented in braille according to specific rules.

Abbreviations, when brailled, should follow print capitalization, punctuation, order, and spacing except in certain circumstances which will be mentioned later. A letter sign is not used with an abbreviation unless it could be confused with a word or short-form word. Unspaced abbreviations and abbreviations that represent a unit such as *sq. ft.* and *W. Va.* should not be separated between braille lines. Examples:

a.m.	Mrs.	Dr.	viz.
⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠
Ph.D.	27 sq.ft.		5 KW
⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		⠠⠠⠠⠠⠠⠠⠠
N.W.T.	ASAP		q.i.d.
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠		⠠⠠⠠⠠⠠⠠⠠⠠

When an abbreviation is unspaced from the preceding number, insert a letter sign before the abbreviation. [VIII.31.a] Examples:

5mL	2yds, 4ft
⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

13.1a Capitalization in abbreviations. [VI.27.a] The double capital sign is used only where two or more capital letters in an abbreviation follow one another with no intervening periods. Following a period the appropriate capital or double capital sign is repeated. In abbreviations that contain both upper and lower case letters, it is suggested that each upper case letter be capitalized individually. Examples:

NATO	Y.W.C.A.	LL.D.
⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠
MHz	USAir	B.Sc.
⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠

c 1850

c. 1850

c1850

c.1850

We are going to Memphis, TN.

CD-ROM

100 volts AC

A Fr equals 100 centimes.

When context makes the meaning of an abbreviation without a period perfectly clear (see §12.4), as in *2 am* or *6 pm*, a letter indicator is not needed.

- 13.1d Apostrophes added to abbreviations.** [I.4.a] As in the case of numbers and letters, for clarity the apostrophe is inserted before the *s* in plural abbreviations even though it does not appear in print. An apostrophe is also inserted for missing letters, as in *OKd*.

Examples:

WACs

IBMs

OKd [OKed]

- 13.1e Connecting words and word endings in abbreviations.** [VI.27.a(1)] When connecting words or lowercase endings are used with abbreviations, they may be contracted. If a capital letter or letters follows the contraction, the appropriate capital or double capital sign is repeated. Follow print spacing. Examples:

A&P

AFofL

AT&T

4-Hers

- Note that the ampersand is represented by the *and* contraction. Note also that an apostrophe is not inserted in *4-Hers* because the additional letters in the word ending render it unnecessary.

If a space is left in print between the letters of an abbreviation and there are no periods following the letters, a letter sign is placed before each letter to prevent it from being read as a whole-word contraction. Examples:

U. of K.

V & A

- 13.1f Non-Latin letters in abbreviations.** [VIII.31.c] Greek or other non-Latin letters occurring in abbreviations, as in *μsec* (microsecond), must be brailled according to the braille rules for that language and preceded by a non-Latin letter indicator. This situation will be studied later in Lesson 16.

13.1g Enclosed abbreviations. [VIII.31.a] Unlike an enclosed letter that has a letter meaning (see 12.3c(1)), when a single-letter abbreviation is enclosed in parentheses, quotation marks, or brackets, the punctuation should be retained. A letter sign is not required if context makes perfectly clear the meaning of a single-letter abbreviation not followed by a period. If the meaning is not clear, use a letter sign. Examples:

sizes: [s] [m] [l]

Two atoms of hydrogen (H) joined to one atom of oxygen (O) yield water.

13.2 Personal Initials [VI.27.c]

Personal initials are capitalized, punctuated, and spaced as they appear in print. Like abbreviations in general, they should not be divided between braille lines if they appear in print unspaced. In the following example, because there is no space between the *R.* and the *C.*, *R.C. Cooper* could only be divided after the *R.C.* A division could be made at any space in *Mrs. P. G. Hall*. Examples:

R.C. Cooper

Mrs. P. G. Hall

Initials that are used for an entire name, as in J.F.K., should not be divided between braille lines whether they are spaced in print or not. Examples:

L.B.J. 

F. D. R.

Place a letter indicator before an initial that is not followed by a period so that it will not be read as a whole-word contraction. Example:

Harry S Truman ⠠⠏⠗⠑⠇⠊⠎⠊⠒⠑⠝⠑⠖⠁⠞⠊⠨⠑⠢⠠⠍⠊⠑⠣⠟⠑⠃⠊⠨⠑⠢⠠⠋⠕⠇⠙⠊⠨⠑⠢⠠⠔⠤⠠⠐⠗⠑⠇⠊⠎⠊⠒⠑⠝⠑⠖⠁⠞⠊⠨⠑⠢⠠⠍⠊⠑⠣⠟⠑⠃⠊⠨⠑⠢⠠⠋⠕⠇⠙⠊⠨⠑⠢⠠⠔⠤

Initials followed by a period do not require a letter indicator. Therefore, in the sentence *Ms. M. called today* a letter sign is not needed. However, if the period is missing from the initial, a letter sign is needed to prevent it from being read as *Ms. More*. In the sentence *"Let us call on Ms. M."* it will not be clear to a braille reader whether the period denotes just the end of the sentence and is to be read as *Ms. More* or if it denotes an initial and is to be read as *Ms. M*. Thus, if the first time *Ms. M.* is mentioned the name occurs at the end of a sentence, the letter sign should be used to clarify the situation. When it is clear that the author uses the period with *Ms. M.*, whether or not it occurs at the end of a sentence, the letter indicator may be dropped.

13.3 Initialisms and Acronyms [VI.27.a(2)]

Initialisms are abbreviations that consist of the first letters of several words and are *pronounced as letters*. In braille, contractions are not used in initialisms. Examples:

DAR [Daughters of the American Revolution]

EST [Eastern Standard Time]

An acronym is an abbreviation that uses the first letter or letters of each of the successive parts of a compound term and is *pronounced as a word*. Contractions are used in acronyms if all the letters of the contraction fall within a syllable of the acronym—and for clarity, it is suggested that all of the letters that comprise the contraction should come from the same word. If the meaning of an acronym cannot be determined, do not use contractions. Examples:

MEDICO [Medical Insurance
Company] ::::: :::::

MEDICO [Maine Development & Investing
Company] ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

FORTRAN [formula translation]

FORTTRAN [Federal Organization for Rural
Transport] ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

CINC [Commander in Chief]

⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨

[illegible]

WHO [World Health Organization]

NOW [National Organization for Women]

13.4 Slash (Oblique Stroke) [VII.28.e]

The diagonal slash, which is also known as a virgule or solidus, is often referred to in braille as the oblique stroke. When such a mark is used between print abbreviations, words, or numbers, this sign is represented in braille by dots 3-4.


A slash terminates the effect of a composition sign, therefore, when a slash occurs between two capitalized or italicized words or abbreviations, the appropriate capital, double capital, or italic sign (to be studied later) is repeated before the second word or abbreviation. Examples:

s/he 

USOM/APO Mr/s 

TEN/cj [initials at the end of a letter] ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

13.4a Dividing between lines. When a slash occurs between words and there is not room on the braille line for both words, the expression may be divided only if there is room on the first line for the first word, the slash, and a hyphen. Example:

and/or 

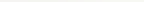
13.7 Postal Codes [VI.27.d]

Postal districts and ZIP codes are spaced in braille as they appear in print. Do not use contractions in postal codes or divide them between lines. Examples:

S.W.1 

SW2

M4G 3E8

RR#1  [See 3.1c and 13.9a for the number symbol.]

W2N 6CH 

53581-0439

13.8 Dates [VI.27.e]

When a date is indicated by the numbers of the month, day, and year (or day, month, and year) separated by a slash, hyphen, or dot, follow print as to the sequence. Use a hyphen in braille to connect the numbers. Only one number sign should precede the entire group. Do not divide between lines.

If roman numerals are used in a date, arabic numerals should be substituted and the month should be brailled first. Example:

5/12/97 or 5-12-97 or 5.12.97 or 12 V 97

12/5/97

If inclusive dates are joined by a hyphen or a dash, the number sign must be repeated before the second date. Example:

Fall Festival 10/2-10/7

Drill 25

Practice brailleing the following sentences.

1. Caesar Augustus (63 B.C.-14 A.D.) was the first Roman emperor.
2. Dr. Chas. R. Hartwell, Jr., will leave Crown Point, Ind., at 11 a.m. and will arrive at Derry, Penn., at 9 p.m.
3. Mr. and Mrs. L.V. Workman are both receiving their degrees from the U. of M.—he a Ph.D. and she a B.Sc.
4. Mr. Shaw was a staunch admirer of the greatest of all British dramatists, i.e., G.B.S.
5. The new Y.M.C.A. director was formerly connected with the ARC.

6. The AAWB-AEVH-NBA Braille Authority preceded the Braille Authority of North America (BANA).
7. The ROTCs were drilling on the football field.
8. The WCTUers were bitterly opposed to his candidacy.
9. A sign in the window of the A&P urged: BE SURE TO ATTEND THE BAZAAR AT ST. JOSEPH'S CHURCH, 5/25-5/30.
10. He did his undergraduate work at UMass, then received an LL.D. from OU.
11. At the bottom of the memorandum appeared the notation: "OKd 5/17/68—T.A.R."
12. Notify me by phone at ED 2-1666 and/or Mr. Hancock by mail, c/o St. Francis Hotel, Toronto, Ontario M5F 3E7.
13. Senator Jones, (D) TN, will head the committee.

13.9 Symbols for Coinage, Weight, Measure, and Other Special Symbols [VIII.31]

When in print a number, letter, or word is preceded or followed by an abbreviation and/or a symbol, in braille follow the print with respect to order, spelling, capitalization, punctuation, and spacing.

Some print symbols are brailled as letter abbreviations while others have distinctive configurations.

- 13.9a Print symbols brailled as letter abbreviations.** [VIII.31.b] The following print symbols are represented in braille by letters.

Print Symbol	Braille Equivalent	Meaning
°	⠠⠠⠠	degree
¶	⠠⠠⠠	paragraph
′	⠠⠠⠠	foot, feet
′	⠠⠠⠠	minute(s) (angular and time)
″	⠠⠠⠠⠠	second(s) (angular and time)
# (when following a number)	⠠⠠	pound(s) (weight)
# (when preceding a number)	⠠⠠⠠⠠	number
@	⠠⠠⠠	at
&	⠠⠠	ampersand

When a print symbol that is represented in braille by a letter abbreviation *immediately* follows a number or letter, a letter sign is inserted before the abbreviation. Examples:

The 100# bag was carried 30'.

If the engine heats at 34°C. per min., after 1 hr. it will reach X° . (Answer in ¶3.)

A 4x10 grid of black dots forming a stylized representation of the word 'HAPPY'. The dots are arranged in four rows and ten columns. The first row contains 10 dots, the second row contains 10 dots, the third row contains 10 dots, and the fourth row contains 10 dots. The dots are arranged in a way that they form the letters 'H', 'A', 'P', 'P', 'Y' in a stylized, blocky font.

When a print symbol *immediately* precedes a number, in braille no space is left between the letter abbreviation and the number. Example:

Train No. 61 will be coming in on track #2.

In order to make a clear distinction between a symbol that is represented in braille by letters and a letter that *immediately* follows it, a letter sign is placed before the letters of the symbol and before the following letter. Examples:

34°C.

34° C.

13.9b Print symbols that have distinctive braille equivalents. Seven print symbols have unique braille equivalents. These equivalents are used, and the print order followed, whenever the print symbols are encountered. They are:

Print Symbol	Braille Equivalent	Meaning
\$	⠠⠵	dollar(s)
£	⠠⠺	pound(s) (sterling)
§	⠠⠎⠠⠺	section
¢	⠠⠺⠠⠺	cent(s)
%	⠠⠺⠠⠺⠠⠺	percent
"	⠠⠺⠠⠺	inch(es)
¥	⠠⠺⠠⠺	yen

[illegible]

- The US\$ and the £ fell sharply today.

- 13.9e "Inches" as an abbreviation and as a symbol.** As noted earlier, the *in* contraction IS NOT used when brailleing the letter abbreviation for *inch* or *inches* (⠠⠢⠝⠑⠞ ⠠⠢⠝⠑⠞⠎). The *in* contraction IS used when brailleing the symbol for *inch(es)* (⠠⠨⠏⠆). Example:

She is 5'4" tall, so shorten her dress 3ins.

- 13.9f Sterling coinage.** [VIII.31.b(1)] Sterling coinage is brailled as it appears in print and follows print spacing. Note that the number sign is repeated following the slash.
Examples:

[Modern British decimal coinage will be studied in Lesson 14.]

13.9g Print symbol indicator. [VIII.31.d] Occasionally it is necessary to show that a graphic symbol and not a letter abbreviation was used in print, as in instruction manuals, legal documents, etc. To make this distinction, place the *print symbol indicator* (dot 4) immediately before the braille equivalent for the symbol. This indicator must be listed on a special symbols page (to be studied later). Example:

In order to get the symbols #, @, and \$ on your new Mark & Tyson typewriter, hold down the shift key.

- Note that the print symbol indicator was not used before the ampersand in "Mark & Tyson."

13.9h Print symbols that have no braille equivalents. [VIII.31.f] The appropriate uncapitalized word(s) should be used for print symbols, such as ©, ™, or ®, for which there is no braille provision. It is suggested that the words be enclosed in parentheses. Example:

Tuffie Teddie™

Drill 26

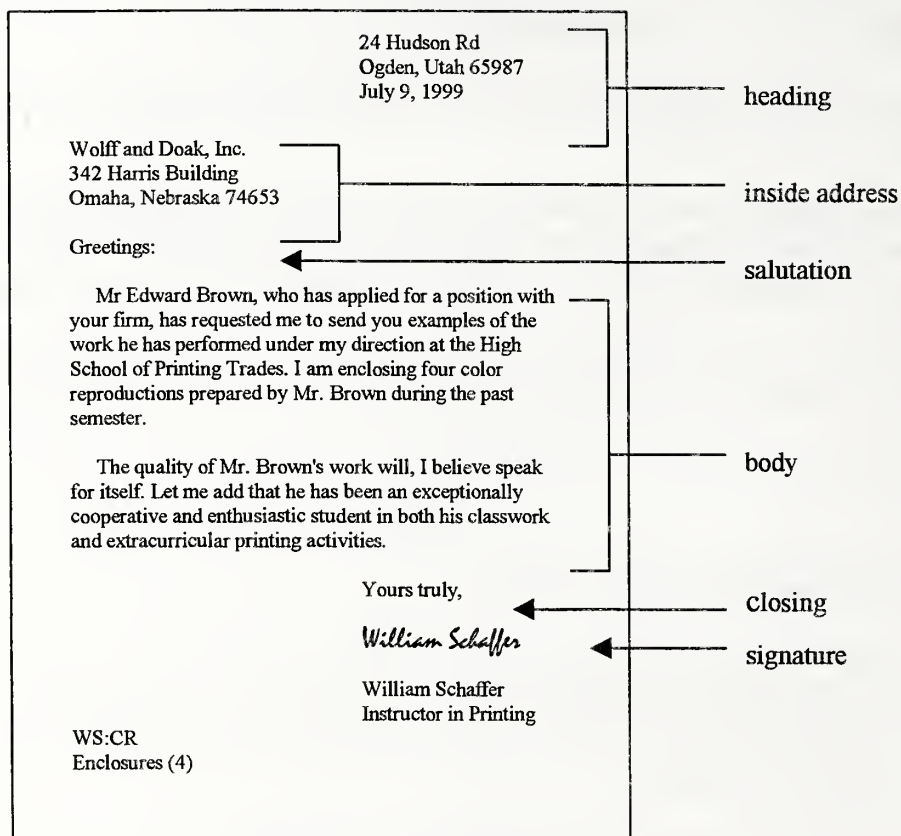
Practice braille the following sentences.

1. The farmer had 25 bushels of peaches that he was offering for sale @ \$2 per/bu.
2. The basketball player weighs 187# and is 7'2" tall.
3. The bride-to-be, at 5 ft. 8 in. tall and 140 lbs., is 2 ins. taller and 10 lbs. heavier than the groom-to-be.
4. Tell Tom to remove item #13-B62 from the invoice.
5. Highway 52 intersects Highway 17 at an angle of exactly 52° 30' 15".
6. On Tuesday Wilford made a deposit of £493/16/8.
7. The price of the souvenir was £1 5d, but she found that she had only 18s 4d left after a day at the fair.
8. The ¥ has taken a beating this week while the \$ has remained strong.
9. Pure water consists of approximately 11% hydrogen and 89% oxygen.
10. The symbol & is typed by using the shift key with the figure 7.
11. 100°C is equal to 212°F.
12. The area described in ¶9 can be found on the plat map in §46.
13. A candy bar that cost 25¢ in 1950 now costs \$1.

13.10 Format for Letters (correspondence)

No rules are given in *EBAE* or *Braille Formats: Principles of Print to Braille Transcription* for brailling letters of correspondence. Following are some general guidelines.

- 13.10a In general.** Follow print copy as to the location of headings, inside addresses, closings, and signatures, indenting in braille as they appear in print. Indented paragraphs in the body of the letter should start in the third cell, as all braille paragraphs do.



To block a heading, count the number of cells needed for the longest line. This line should end at the extreme right-hand margin. All other lines of the heading start in the same numbered cell as the longest line. Runover lines should be avoided in the heading and inside address—even if this means that the blocked lines of the heading start left of the middle of the page.

If there is not room to include the last line of the body of the letter as well as the complimentary closing, signature, writer's and typist's initials, and notice of enclosure on a braille page, take the last line of the body of the letter to a new page.

It is recommended that the closing and signature be brailled following the rules for attributions (see §17.5)—i.e., start each line in cell 5.

13.10b Blank lines in letters. Blank lines are left in braille letters between segments that are not distinguished by margin indentions. When a letter is written in *semiblock form*, as in the illustration above and the following exercise, the only place a blank line is needed in braille is between the inside address and the salutation.

If a letter is written in *full block form* (without any indentions) and all segments start at the left margin, the same should be done in braille. In order to enable a braille reader to distinguish the different segments of the letter, just as in print a blank line is left between the inside address and the salutation, the salutation and the first paragraph, and between following paragraphs. A blank line is also left between the last line of the body of the letter and the closing. If there are writer's initials and/or a notice of enclosures followed by a postscript, a blank line should separate the two.

EXERCISE

Prepare the following letter for submission to the instructor. Use the first line of each page for the running head **LESSON 13** and the page number, as usual. A blank line should be left on the first page between the running head and the heading.

745 16th St., N.W.
Washington, DC 20006
3/29/72

Mr. J. W. Wetherby
116 Crumpet St.
London W2N 6AA England

Dear Jim,

Shortly after 10 a.m., Feb. 5th, the SS Tubb reached the good old U.S.A. with me and the Mrs. on board. We were treated to the very best weather the Atlantic has to offer, i.e., wind, rain and fog, with the temperature dropping to 5°F at times. However, the unpleasantness was greatly mitigated by the fact that we became acquainted with many interesting people. Allow me, for instance, to introduce you to Dr. Wm. Windham. (The Dr. is for Ph.D., not M.D.) Windy, as he was familiarly known to his fellow passengers, was formerly head of the Phys. Ed. Dept. of an obscure institution in New Haven, Conn., but was recently induced to contribute his talents to the improvement of NYUers. His specialty is the improvement of health through breath control and Yoga, and being a typical absent-minded prof. we jokingly told him that we feared we might someday find him turning blue in the face from having forgotten to resume breathing.

Also on board were an AFL-CIO official from Texas with an LL.D. from T. C. U. (c1970) and a D.Litt from UCLA and a Conservative M. P. from somewhere in Sussex, whose father had served with Eisenhower at S.H.A.E.F. during the 2d World War. These two were constantly engaged in interminable arguments over the UN and NATO. A third passenger would sometimes join in these discussions. He was a retired AT&T

executive who often reminisced about F.D.R. and recalled how he had OK'd the WPA projects.

Further diversion was provided by a comedian who had performed on several TV networks including ABC and NBC. His wife was more interested in her lineage than in comedy and frequently reminded us of her membership in the DAR.

I will finish this account in a later letter as I must start packing. The Mrs. and I are taking off for Florida for a month of rest in the sun. Until the first of May address your letters to me c/o Gen. H. G. Fairweather, 1210 St. Augustine Rd., W. Palm Beach, FL 33401. Telephone no.: 305-743-6262.

Cordially yours,
Ed Goodman

E.G.G./ham

P.S. 4/10/72. You can thank a sudden change in the weather for the fact that you are finally receiving this letter. Since arriving here in Fla., the temperature has been in the 70s and 80s, until last night, when it began turning colder about 10 p.m.; and early this a.m. the thermometer on our veranda registered 45° (F). I was forced to dig out my coat, and lo and behold! there in the pocket was your letter still unmailed.

Our trip down was remarkably fast—2 hr., 20 min. Not bad for a 1200 mi. jaunt, wouldn't you say? We were able to hitch a ride on an old B-52 that was being flown to Fla. to be used in training missions.

Gen. Fairweather has a beautiful and comfortable house with a large swimming pool that measures 20'6" by 40'. The only disturbing factor which somewhat interferes with my rest and quiet is a constantly barking dog that has the bark of a Great Dane but is about 20 ins. long and weighs all of 2# soaking wet!

I am proud to say that I will soon be able to type my own letters. While I was in England I began taking a correspondence course in typing—at the exorbitant cost of £495, 10% off for cash. I am now struggling with the intricacies of &, @, \$, and °. After next month I will no longer need the services of a secretary.

Remember our conversation about the Japanese ¥? If you will check page C6, §4 of last Sunday's paper, you will see that it is on the rebound. Even so, I'll stick with investing in the good ol' US\$ and/or the British £.

The wife and I are considering taking a trip to France and Belg. next spring. Would you be interested in joining us? Perhaps we could rent a BMW and do Europe in style. Eh, what?

Cheerio, old bean,
E.G.G.

Lesson 14

Roman Numerals, Fractions, Decimals, Mathematical Signs of Operation, Superscripts and Subscripts, Clock Time, Sports Scores and Votes, Slash between Numbers, Electronic Addresses

14.1 Roman Numerals [VII.30]

14.1a In general. Use the braille letters, just as in print, when transcribing roman numerals. If roman numerals are printed in capital letters, in braille those consisting of a single letter are preceded by a single capital sign, and those consisting of more than one letter are preceded by the double capital sign. If roman numerals are printed in lowercase letters, a single letter sign is placed before the corresponding braille letter or letters. Examples:

V	XL	x	iii
⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠⠠

• Note: For roman numerals representing the number 500 and higher, see *EBAE* VII.30.c.

14.1b With hyphen, dash, or colon. When roman numerals are separated by a hyphen, dash, or colon, the appropriate capital sign, double capital sign, or letter sign is repeated after the punctuation. For readability, these units should not be divided between braille lines. Examples:

VI-X	vi-x	V—X	v:x
⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠

14.1c In reference numbers. Follow print when roman numerals are used in references to outlines, page numbers, or full citations. Examples:

pages ix - xii	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
see §VII	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

• Note: For reference numbers containing roman numerals see §17.4.

14.1d When followed by letters or ordinal endings. When roman numerals are followed by a letter or letters, including ordinal endings, the letter sign precedes these additions. Do not divide these units between braille lines. Examples:

XXVa	xxA	VI.A
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

As with arabic numbers, contractions can be used in English ordinal endings only.
[VII.30.b] Examples:

10th

• • • • •

xth

• • • • •

21st

• • • • •

XXIst

• • • • •

Ier (French ordinal ending)

5sten (German ordinal ending)

• • • • •

14.1e Confusion with contractions. When a roman numeral could be mistaken for a one-cell, whole-word contraction, or vice versa, as in the sentence, "*Charles Very wrote a biography of Charles V.*" the contraction must be sacrificed, and, in this case, the name spelled out. ()

Drill 27

Practice brailleing the following sentences.

1. Edward VIII, son of George V, gave up his throne to marry the woman he loved.
2. The pertinent provisions may be found in §59B(ii).
3. Study the Introduction, x-xv, and §15 on pages 23-25.
4. The map of the Czech Republic is found on page XVI—XVI being one of the removable pages.
5. Her house is furnished with Louis XIVth furniture.
6. The pros and cons of socialized medicine are set forth in XIV.B of my outline.

14.2 Fractions [VII.28.c, d]

The fraction line is represented in braille by dots 3-4. This symbol is used to separate the numerator and the denominator. The number sign is not repeated following the fraction line. Do not divide a fraction between braille lines. Examples:

 $\frac{1}{2}$ [or] $\frac{1}{2}$

16/19 [or] 16/19

14.2a Mixed numbers. In braille a whole number is joined to a fraction by a hyphen. The number sign is not repeated before the fraction. A mixed number cannot be divided between braille lines. Example:

 $2^{1/2}$

When a whole number is shown separated from a fraction by a space (as in stock quotations), it is brailled in the same way as a mixed number with a hyphen substituted for the space. Do not divide this unit between braille lines. Example:

16 3/8

14.2b With hyphens and dashes. As you learned in Lesson Three, when whole numbers are connected by a hyphen, only one number sign is required; when whole numbers are connected by a dash, two number signs are needed. Fractions, on the other hand, are always treated individually. When a fraction or a mixed number is connected to another fraction, mixed number, or whole number, either by a hyphen or a short or long dash, a second number sign is required. No space is left in braille before or after the hyphen or dash. Division between braille lines may be made following the *print* hyphen or dash only. Examples:

$\frac{1}{2}-\frac{3}{4}$	$\frac{1}{2}-1$	$\frac{1}{2}-1\frac{1}{2}$	$1\frac{1}{2}-1-\frac{1}{2}$	$3\frac{1}{2}-4\frac{1}{2}$	$2\frac{1}{2}-3$
$3-6$	$0-\frac{1}{2}$	$9-8\frac{1}{2}$			

14.3 Decimals [VII.28.f, g]

In braille the decimal point is represented by dots 4-6, not the period. The number sign is always placed before the decimal point. Like fractions, when a decimal fraction is joined to another number by a hyphen or a dash, a second number sign is required. Examples:

$.7$ $.03$ $.5-.7$

• Note: For reference numbers containing decimals see §17.4.

14.3a Mixed numbers. When a number consists of a whole number and a decimal fraction, only one number sign is used, and it is placed before the whole number. When numbers with decimals are joined to other numbers, the number sign is repeated following the hyphen or dash. A number containing a decimal point can never be divided between lines. Examples:

90.9 MHz	$.5-1.2$
$6-7.25$	$7.25-8$

14.3b Coinage. The decimal point and the appropriate dollar or pound sign are used in braille when print shows them to represent American or British decimal coinage. Examples:

$\$8.75$	$\$.15$	$\$0.32$
$\pounds 1.13$	$\$5.50-\8.75	

14.4 Mathematical Signs of Operation [VII.28.j]

Books on mathematics, pages of mathematical formulas, and the like, are brailled using a system developed by Dr. Abraham Nemeth called the *Nemeth Braille Code for Mathematics and Science Notation*. Transcriptions that include computer-related symbols are brailled according to the rules in the *Computer Braille Code*. These codes are quite different from the literary braille code because they use a unique braille symbol for each of the print mathematical and computer symbols, and should only be studied after the literary braille code has been thoroughly mastered.

In general literature, the literary braille code uses words to express common mathematical signs of operation for *plus*, *minus*, *times*, *divided by*, *squared*, *equals*, etc. Examples:

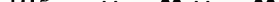
$$2 \times 2 - 1 = 3$$

$4 \times 6 = 24$

Figure 1 shows five dot patterns labeled (a) through (e). Each pattern consists of black dots arranged in a grid. Pattern (a) is a 3x3 grid with the center dot missing. Pattern (b) is a 4x4 grid with the center 2x2 area missing. Pattern (c) is a 5x5 grid with the center 3x3 area missing. Pattern (d) is a 6x6 grid with the center 4x4 area missing. Pattern (e) is a 7x7 grid with the center 5x5 area missing.

The map was drawn on a scale of 1:500.

When dimensions are given in print by using the *times sign* between measurements, in braille the word *by* is substituted for the times sign. Examples:

a 9x12 ft. rug 

a 7x9x2" box ⋮ ⋮⋮ ⋮⋮⋮⋮ ⋮⋮⋮⋮⋮⋮⋮ ⋮⋮⋮⋮⋮⋮

7'W x 9"D

- **Note:** For ease of reading it is suggested that a space be left before the contracted "to" in a ratio. It is also suggested that a space be left before a contracted "by" when it represents the times sign.

14.5 Superscript and Subscript Numbers and Letters [VIII.31.f and *BF* Rule 5, §5.f]

Small superscript letters that represent known words, such as © for copyright or ™ for trademark, are represented in braille by the words enclosed in parentheses using normal spacing. Other superscript or subscript letters or numerals *that are not footnote indicators* and cannot be easily expressed in words are also enclosed in parentheses. (Footnotes will be studied in Lesson 17.) They are brailled before or after the word in accordance with their placement and spacing in print. Explain this usage in a transcriber's note (to be studied later). Example:

A 4x10 grid of 40 small square plots, each containing a different pattern of black dots. The patterns vary in density and arrangement, representing different levels of complexity or information content.

14.6 Clock Time [VII.28.h]

11:30 p.m. ⠠⠏⠗⠑⠎⠊⠇⠟⠞⠊⠂⠼⠒⠙⠁⠝⠨⠺⠚⠄⠶⠔
 1:00:15 a.m. ⠠⠕⠛⠋⠃⠆⠤⠰⠽⠠⠅⠉⠐⠍⠑

[illegible]

14 - 5

14.8 Slash between Numbers [VII.28.e]

When the slash (oblique stroke) acts as a division line between numbers other than fractions, the number sign is repeated before the second number. Do not divide these units between braille lines. Examples:

Sally has perfect eyesight, 20/20.

Model #09/52

14.9 Electronic Addresses

Detailed instructions for transcribing e-mail, website, and Internet addresses, as well as filenames are located in Appendix C.3 of *English Braille American Edition 1994*. These instructions must be followed carefully in order to render an accurate and usable electronic address in braille.

Drill 28

Practice brailleing the following sentences.

1. $1/2 \times 6 \frac{2}{3} = 3 \frac{1}{3}$.
2. The young ballistics expert determined that death had been caused by a .32-caliber automatic.
3. He bought the stock at 85 $\frac{5}{16}$ and sold it at 88 $\frac{15}{16}$.
4. A rod equals 5 $\frac{1}{2}$ yd., or 16 $\frac{1}{2}$ ft.
5. The length of the astronomical year is about 365 $\frac{1}{4}$ days, or 365 da., 5 hr., 48 min., 45.51 sec.
6. After deducting withholding tax, 6 $\frac{1}{2}$ % for retirement and \$3.75 for life insurance, his take-home pay amounted to \$463.29 every week.
7. The nurse reported that the patient's pulse had ceased at 1:00:25 a.m.
8. For 30 minutes, 6:15–6:45, the fog was heavy; by 7:00 it was gone.
9. He won the match in three straight sets: 6-3, 6-2, and 6-2, although his opponent had been a 3-1 favorite.
10. General Custer's men were armed with .45/70 Springfield rifles.
11. The cherry pie recipe calls for 2 $\frac{1}{2}$ -3 cups of sugar.
12. The board he cut was $\frac{1}{2}$ - $\frac{3}{4}$ in. too long.
13. The rug measured 9' x 12', but the room was 8' $\frac{1}{2}$ " x 11' $\frac{3}{4}$ ".
14. $E = mc^2$ expresses the theory of relativity.
15. Internet users can travel to <http://www.zkware.com> for more details.

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 14

1. The high jump was won by Samuel Speed III, who cleared the bar at 6 ft., $10\frac{3}{4}$ in.— $\frac{1}{4}$ in. higher than the previous school record.
2. At $6\frac{1}{2}\%$ interest his investment of \$3700.00 yielded a return of just \$240.50.
3. In 1952 the principal causes of accidents were: automobiles, 40%; at home, 22.5%; sports and recreation, 15.4%; pedestrians, 8.3%; travel, 6.6%.
4. In the late nineteenth century the American Experience Table of Mortality gave the life expectancy at age 10 as 48.72 years and at age 95 as .50 years.
5. We learned today that the ratio of the circumference of a circle to the radius is expressed $C = 2 \times R \times 3.1416$ (or $3\frac{1}{7}$).
6. For many years a minute of silent prayer was observed each November 11, 11:00–11:01 a.m., to commemorate the signing of the armistice ending World War I.
7. Friday, 2–4 p.m., will be devoted to interviewing applicants for the new position.
8. The banquet will begin promptly at 6:30 p.m.
9. The missile took off from the launching pad at exactly 6:00:15 a.m.
10. With $\frac{2}{3}$ of the precincts already reported, the Governor leads his nearest competitor 189,769–160,323, though he had been given less than a 50-50 chance of winning by the pollsters.
11. After 15 innings the two teams were still deadlocked 3–3.
12. The motor number of the stolen car is 030/692.
13. To-day ATandT stock closed at $36\frac{3}{4}$, up $\frac{5}{8}$.
14. Articles V–VII of the society's constitution deal with the powers and duties of the officers.
15. The title page at the beginning of every braille volume lists the number of braille pages contained in that volume—thus, Pages i–xix and 1–79.
16. Pope John XXIIIrd did much to promote the ecumenical movement.
17. King Louis XVth of France is supposed to have said, "After me, the deluge."
18. Many cities were demolished by the end of World War II—III will probably see the destruction of civilization.
19. Charles I (1600–1649) was beheaded by the Parliamentary faction in England.
20. The mysterious crate measured 6'H x 9'W x 2'D.
21. Move all of the little girls' dresses, sizes $4\frac{1}{2}$ –6, to the next rack.
22. Barber, please trim my hair $\frac{1}{4}$ - $\frac{1}{2}$ inch.

23. You need not worry; a person's temperature is normal when it falls in the 98.4 – 99.2 range.
24. Add a hydrogen ion to H_2O to get heavy water, D_2O .
25. More than $\frac{1}{3}$ of our staff will be on vacation from 6/14 to 7/1.
26. The e-mail address for NLS is nls@loc.gov.

Lesson 15

*Italic Sign, Small Capital Letters, Ellipsis,
Print Signs of Omission, Quoted Material,
Portions of Words in Different Typeface, Termination Sign,
Enclosed Portions of Words,
Punctuation Marks Standing Alone or Enclosed*

15.1 The Italic Sign (Emphasis Indicator) [II.10]

In addition to the three composition signs already studied (the capital sign, the number sign, and the letter sign), another composition sign, the *italic sign*, also known as the *emphasis indicator*, plays an important role in braille reading. In print, when special typefaces such as italics, boldface, small capital letters, or underlining are used to emphasize or to make distinct a word or passage, these changes must be so indicated in braille. In literary braille, nearly all special typefaces are indicated by the same composition sign, the *italic sign* (dots 4-6).

Foreign words, titles and proper nouns such as names of ships, subject headings at the beginning of paragraphs, silent thought, and quoted material that is printed in a special typeface all must be distinguished in braille using the italic sign. Sometimes, however, print typeface changes are used merely to make the production more visually appealing, such as when titles are printed in huge letters or script, in which case they are ignored in braille.

15.1a Single italic sign. To indicate that only one word, hyphenated compound word or expression, abbreviation, or number is in a special typeface, a single italic sign is placed before it. The effect of the italic sign continues until the reader encounters a blank cell or a slash. For that reason the italic sign is not repeated after the hyphen in a compound word, after an apostrophe, or after the first period in an unspaced abbreviation, but is repeated after a space or a slash. Note that the italic sign is placed *before* the capital sign.

Examples:

March

⠠⠠⠠⠠⠠⠠

A.M.

⠠⠠⠠⠠⠠⠠⠠⠠

LT. COL.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

and/or

⠠⠠⠠⠠⠠⠠

blue-eyed

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

1914-18

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

o'clock

⠠⠠⠠⠠⠠

and/or

⠠⠠⠠⠠⠠⠠

bride-to-be

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

a priori

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

l'orange

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

15.1a(1) In divided words. The italic sign is not repeated at the beginning of a new line in a divided word or number. Examples:

<i>re-</i>	⠠⠠⠠⠠	<i>4,000,-</i>	⠠⠠⠠⠠⠠⠠⠠⠠⠠
<i>peated</i>	⠠⠠⠠⠠	<i>000</i>	⠠⠠⠠
<i>un-</i>	⠠⠠⠠⠠	<i>out-of-</i>	⠠⠠⠠⠠⠠
<i>American</i>	⠠⠠⠠⠠⠠⠠⠠⠠⠠	<i>doors</i>	⠠⠠⠠⠠⠠

15.1a(2) With punctuation. The italic sign is placed after opening punctuation such as a quotation mark, bracket, parenthesis, or dash. Examples:

"Help!" ⠠⠠⠠⠠⠠⠠⠠⠠⠠ *—Help!* ⠠⠠⠠⠠⠠⠠⠠⠠⠠

15.1a(3) Change in type size. A change in type size in chapter titles and the like is not considered a change in typeface and should be ignored in braille—unless the change of type size has been used as a form of emphasis. Example:

Tiny Tim was very small. ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

15.1b Double italic sign. When no more than three consecutive words are printed in a typeface different from the surrounding text, the single italic sign is placed before each word. When more than three consecutive words are in a special typeface, the first word is preceded by the double, or opening, italic sign (dots 4-6, 4-6) and the last word is preceded by the single, or closing, italic sign. Punctuation and composition signs do not terminate the effect of the double italic sign. Examples:

Hold the bus! ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Please! Hold the bus! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

If the last word of an italicized passage of four or more words is a hyphenated compound word, the closing single italic sign precedes the beginning of the compound word. Note that an italicized hyphenated compound word or phrase counts as one whole italicized word. If a print italicized passage begins or ends with a dash, the dash is not included within the braille italics. Examples:

—a happy home-coming—
⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

What a happy home-coming!
⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Occasionally a change of type may appear within an italicized passage. In this case, the italics are terminated with the word preceding the change and then resumed with the word following it. Example:

15.1c(3) Italics with *and*, *for*, *of*, *the*, *with* and *a*. [XI.37] These words should not be joined if punctuation or composition signs intervene. This applies to the italic sign, which is a composition sign. Examples:

We get *The Times* and *The Post*.

The figure consists of eight 4x4 dot patterns arranged horizontally. Each pattern represents a stage in the formation of a 4x4 grid. The dots are represented by small black squares. The patterns show the gradual addition of dots to form a complete grid.

Just *for the fun* of it.                    

Just *for the fun of it!* The Braille representation of the sentence 'Just for the fun of it!' is shown. It consists of the word 'Just' followed by a space, 'for', a space, 'the', a space, 'fun', a space, 'of', a space, 'it', and an exclamation mark.

The single italic sign affects only a single word; therefore, if only the first word of any of these conjunctions or articles that are normally joined in braille is italicized, it should be joined to the following word as usual. Example:

We are *for* the people.

15.1d Unitalicized connecting words. Follow print when a series of words, all italicized for the same reason, is connected by an unitalicized incidental word such as *and*, *for*, or *but*. Example:

The *Thrush*, *Phoebe*, *Vireo*, *Blue Jay* and *Chickadee* are birds of the northern forest.

15.1e Consecutive items italicized for different reasons. Consecutive items that are italicized for different reasons are not treated as a single italicized passage; each item is italicized individually. Examples:

This paragraph heading is followed by an emphasized term:

Types of Homicide. *Murder in the first degree* is a killing with malice aforethought.

Here an emphasized term is followed by a title:

A story centering on a single dramatic incident is called a *short story*. *The Necklace* is a perfect example.

We are a *party of three*—one too many!

The figure consists of 10 small diagrams arranged horizontally, each showing a grid of dots. The dots are black, and the background is white. The diagrams show a sequence of patterns that evolve from left to right. The first diagram has a small cluster of dots. As the sequence progresses, the cluster grows and changes shape, eventually forming a more complex, elongated structure. The dots are arranged in a way that suggests a process of growth or transformation over time.

On Friday the children sang *Farmer in the Dell*, *Yankee Doodle*, *The Old Oaken Bucket*, and *Bobby Shaftoe*.

S makes a plural. [or] "S" makes a plural. [or] "S" makes a plural.

- 15.1h Material in both a special typeface and quotation marks.** [II.10.f] Occasionally material is emphasized by being printed in both italics and quotation marks. When in print a single letter, a freestanding portion of a word, a whole word or phrase, or an entire passage is emphasized by being both in a different typeface and enclosed in quotation marks, only the quotation marks are retained in braille. Examples:

Greta just "loves" roses!

"Re" is a prefix meaning "*over again.*"

The figure shows a sequence of 10 diagrams, each representing a pattern of black dots on a grid. The patterns are labeled 1 through 10. The sequence starts with a small cluster of dots and grows into a more complex, interconnected shape by diagram 10.

15 - 5

"Help!" the boy yelled.

"Is he going *too*?"

"Will you please play '*Moonlight Sonata*'?"

He thought to himself, *I remember so well when she said, "I do."*

15.1i Italicized passages of more than one paragraph. When an italicized passage consists of more than one paragraph, the double italic sign is placed at the beginning of each new paragraph regardless of its length or content. The single italic sign, indicating the end of the italicized material, precedes the *last word* of the *last paragraph*.

15.1j Summary: Use of the Italic Sign

The italic sign is used in braille *only* when words are printed in a different typeface to indicate *emphasis* or *distinction*. The rules governing the use of the italic sign may be summarized as follows.

Use the Italic Sign (Emphasis Indicator)

1. To indicate *emphasis*. Use the italic sign when print emphasizes a word or phrase by placing it in a different typeface. (Jump! Now!)
2. To show *distinction* when indicated by a special typeface in print for:
 - Foreign words or phrases (Lesson 16)
 - Proper nouns such as names of ships, books, pictures, etc.
 - Subject headings at the beginning of paragraphs (Lesson 19)
 - Silent thought as distinguished from conversation
 - Passages not enclosed in quotation marks that are printed in a type different from that of adjacent text—even when separated from the text by blank lines and/or change of margins (§15.5)

Do Not Use the Italic Sign (Emphasis Indicator)

Italics should not be indicated in braille when they have been used in print strictly for stylistic reasons or when distinction is sufficiently indicated in braille by other means, as in the following:

1. When letters that mean letters are preceded by the letter sign [Class *B* Xed]
2. When freestanding portions of words are printed in a special typeface [pend *-ing*]
3. When pronunciations are shown in both parentheses and italics [turkey (*tur-kee*)]
4. Where a vertical list of words or terms, which is always brailled with a blank line before and after it, is printed in italics or boldface
5. Where chapter titles or other centered headings are printed entirely in italics or boldface
6. Where letters, words, or passages are shown in both quotation marks and italics, except where italics are required for emphasis or distinction

15.2 Small Capital Letters [II.10.e]

As with italics, if small, or block, capital letters have been used in print for stylistic purposes, they are ignored in braille. However, if they are used in print to emphasize or distinguish letters or words, the braille italic sign should be used to indicate this change in typeface.

When common words that are not part of a title are printed in small capitals, they are italicized in braille and not capitalized. Example:

It was so obvious she might as well have had GUILTY printed on her forehead.

- Note the difference between full capitals and small capitals; small capitals are nearly the same height as lower-case letters: GUILTY GUILTY Guilty

When an entire sentence is in same-size small capitals, use normal capitalization.

Example:

The note said: COME ON OVER!

When a title appears in small capitals all of the same size, the initial letters of the first and principal words should be capitalized, as well as the first letters of each proper name.

Example:

John Leech was famous for his hunt scenes such as THE FIRST DAY OF THE SEASON.

When the first letter of a word that is printed in small capitals is larger than the rest, follow print. Examples:

THE OUT-OF-THE-WAY INN

Gainsborough painted BLUE BOY.

Figure 1 shows four 5x5 dot patterns. Pattern (a) has 15 dots, pattern (b) has 16 dots, pattern (c) has 17 dots, and pattern (d) has 18 dots. The dots are arranged in various configurations within the 5x5 grid.

When two distinct typefaces must be maintained, the words or letters in small capital letters are indicated by use of the double capital sign. Example:

Capt. Jones of the HMS *Shanghai* said the ship sails at 8 P.M.

- Note: Unless needed for emphasis, when brailleing abbreviations, as in 8 P.M. above, ignore the change of typeface and use only the appropriate capital sign(s).

Drill 29

Practice brailleing the following sentences.

1. The general planned to withhold his attack until *after* the troops had landed.
2. A good source for ideas for new business enterprises is *999 Little-known Businesses*.
3. "*Bon appetit!*" said the young waiter as he left the table.
4. The STAR-SPANGLED BANNER, written by Francis Scott Key, was adopted as the U.S. national anthem in 1931.
5. We'll make the trip *for* the children, not *in spite of* the children.
6. The following books have been written by Lu Bannert: *Messages From Hindustan*, *Discovery*, and *Night On The Veld*.
7. He is arriving at 3 *a.m.*, not *p.m.*
8. The planets that revolve around the sun are: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto*.
9. *This is the end*, he thought, as the speeding car bore down upon him.
10. "*You're on the road to success when you realize that failure is merely a detour.*"—William G. Milnes, Jr., in *The Saturday Evening Post*.
11. Shakespeare was an *homme d'esprit*.
12. Little Tonya sang clearly, "*a, b, c, d, e, f, g.*"
13. *What can it be?* he wondered, as he examined the odd-looking package.
14. It is usually easier to get *into* the state of matrimony than to get *out* of it.
15. *Education* can often achieve what *legislation* cannot.
16. The *Times'* JANET DIANA CARR is a first rate reporter.
17. Mark is on the "*A*" team and Brian is on the "*B*" team.

If it is desirable to divide this lesson into two sections, the first 18 sentences in the Exercise may be assigned at this time, as they relate only to the material that has been studied to this point.

15.3 The Ellipsis [I.7]

In print, the ellipsis is usually shown as three dots or asterisks used to indicate the omission of a word or words or as a pause between words. In braille, it is represented by dots 3, 3, 3. This symbol should be spaced and punctuated as a word. Examples:

"Fools rush in . . . "

"...for they shall inherit the earth."

The figure consists of 10 sub-diagrams arranged in a single row, labeled 1 through 10. Each sub-diagram shows a 4x4 grid of points (dots).
 - Diagram 1: A full 4x4 grid of 16 points.
 - Diagram 2: The point at (row, column) (1, 3) is missing.
 - Diagram 3: The points at (1, 3) and (2, 3) are missing.
 - Diagram 4: The points at (1, 3), (2, 3), and (3, 3) are missing.
 - Diagram 5: The points at (1, 3), (2, 3), (3, 3), and (4, 3) are missing.
 - Diagram 6: The points at (1, 3), (2, 3), (3, 3), (4, 3), and (1, 4) are missing.
 - Diagram 7: The points at (1, 3), (2, 3), (3, 3), (4, 3), (1, 4), and (2, 4) are missing.
 - Diagram 8: The points at (1, 3), (2, 3), (3, 3), (4, 3), (1, 4), (2, 4), and (3, 4) are missing.
 - Diagram 9: The points at (1, 3), (2, 3), (3, 3), (4, 3), (1, 4), (2, 4), (3, 4), and (4, 4) are missing.
 - Diagram 10: The points at (1, 3), (2, 3), (3, 3), (4, 3), (1, 4), (2, 4), (3, 4), (4, 4), and (1, 1) are missing.

"Breathe, Melissa. In . . . and out. In . . . and out."

15.3a Ellipsis with a period. Sometimes an ellipsis appears to be four dots rather than three. This is because the ellipsis is either preceded or followed by a period. Since the braille period is not the same as the dots of an ellipsis, it must be determined which of the four dots is the period.

If the sentence is incomplete, *i.e.*, does not contain a subject and a verb and express a complete thought, then the ellipsis is taking the place of missing words within the sentence—in which case the period immediately follows the ellipsis, just as it would a word. If a sentence is grammatically complete, the first dot represents the period and the ellipsis represents a following missing sentence or sentences. In this case a blank cell is left between the period and the following ellipsis. Example:

As you can see, I have followed your career. . . . As to my own Well, you know the story.

15.3b Ellipses and italics. Like the dash, an ellipsis shown at the beginning or end of an italicized passage is not included within braille italics. Example:

He read only part of the sentence, ". . . *the people of the United States, . . . do ordain and establish this Constitution . . .*"

- Note that the ellipsis in the middle of an italicized passage does not terminate the effect of the double italic sign.

When within an italicized passage an ellipsis or a dash occurs that represents a missing word or words, for purposes of determining whether in braille to use a single or double italic sign, count the ellipsis or dash as one word. Example:

Gimme the . . . money!

15.3c Ellipsis ending a paragraph or indented as a paragraph. Since the ellipsis is treated in all respects as a word, where it ends a paragraph and there is not room for it on the line with the other text, it may appear on the following braille line by itself.

If, in the middle of a passage consisting of several paragraphs, the omission of an entire paragraph is indicated by an ellipsis, the ellipsis should be indented as a new paragraph.

If more than one paragraph is printed in italics, an opening italic sign, as explained in §15.1i, precedes each paragraph. If an omitted paragraph within such a passage is indicated by an ellipsis, do not italicize the ellipsis in braille.

15.4 Print Signs of Omission [I.5.b, I.7.a]

In Lesson Two we learned that when print uses a long line to indicate a missing word or missing letters within a word, in braille the double dash is used. If hyphens are used in print to indicate missing letters in a word, an equal number of hyphens are brailled. When missing letters are indicated by dots, braille an equal number of unspaced braille dots (dot 3). Examples:

Roger B-----

Figure 1 consists of two dot plots side-by-side. The left plot is for the 1970s and the right plot is for the 1980s. Both plots show the distribution of the number of children per woman. The x-axis represents the number of children (0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100). The y-axis represents the frequency of women. The 1970s distribution is centered around 2 children, with a peak frequency of approximately 100. The 1980s distribution is also centered around 2 children, but with a peak frequency of approximately 120. Both distributions are skewed to the right, with a long tail extending to the right.

Roger B.

Figure 1 consists of two dot plots side-by-side. The left plot is for the 1970s and the right plot is for the 1980s. Both plots show the distribution of the number of children per woman. The x-axis for both plots is labeled 'Number of children' and ranges from 0 to 6. The y-axis represents frequency, with dots indicating the count for each number of children. In the 1970s plot, the frequencies are approximately: 0 (1), 1 (4), 2 (3), 3 (2), 4 (1), 5 (1), 6 (1). In the 1980s plot, the frequencies are approximately: 0 (1), 1 (5), 2 (3), 3 (2), 4 (1), 5 (1), 6 (1).

15.5 Quoted or Displayed Material [II.10.f, g]

When quoted matter, i.e., passages taken verbatim from another source, or other displayed material such as a facsimile of a handwritten note or a sign, is *set off in print by blank lines, special typefaces, or indented margins*, the following rules should be observed:

- If quoted material appears in both quotation marks and a distinctive typeface, such as italics, in braille the quotation marks are retained but the italics are omitted unless they are needed for emphasis or distinction.
- If displayed material is printed only in italics or another distinctive typeface, it should be brailled in italics.
- Leave one blank line before and after quoted or displayed material. When material that must be followed by a blank line ends on either line 24 or 25, leave a blank line at the top of the next page following the running head.

- Use normal margins and paragraph indentation for quoted or displayed material, regardless of how it appears in print.
- Follow print for capitalization. However, it is suggested that fully capitalized passages of more than one sentence be italicized and normal capitalization used.

15.6 Portions of Words in a Different Typeface [II.11]

Occasionally in print a portion of a word is capitalized, italicized, or underlined but not separated from the rest of the word. In literary braille that portion is set apart by inserting hyphens. It is suggested that such words not be divided between lines. Examples:

extradite

profess

BASEball

address

- Note that the termination of the double capitals and italics is not indicated, so **BASEball** is read BASE-BALL and *profess* is read *pro-fess*. This anomaly appears to contradict *EBAE* Rules II.9.b and 10.a. Although this usage is traditional in literary braille, it is under consideration for revision.

Caution: This rule does not apply when a lower case word ending is added to a fully capitalized word or abbreviation (see §13.1d). Example:

The WCTUers marched

15.6a Word analysis versus dramatic effect. If a portion of a word is distinguished because the word is under study, no contractions are used in any part of the word. If, however, a portion of a word is emphasized for dramatic effect, contractions can be used following the rules for syllabicated words as explained in §12.8a(1) and *EBAE* II.13.d. Examples:

The accent is on the antepenult in the word "paradoxical."

Well, that's the most *paradoxical* argument I have ever heard!

15.6b Portions of words emphasized. When syllables that are separated from a word by a hyphen are italicized for emphasis, the italics must be maintained. Again, remember that if the emphasis in such syllabicated words is for dramatic effect, use contractions following the rule in §12.8a(1). Example:

Add *-ing* to *th*.    

- Contractions *are used* in words where, for *dramatic effect*, portions of a word are printed in a different typeface. In such words, rules for syllabicated words should be followed.
- Contractions *are not used* in any part of a word when a portion of that word has been printed in a different typeface or enclosed in parentheses or brackets for the purposes of *word analysis*. Do not use contractions if it cannot be determined whether a portion of a word was emphasized for dramatic or analytical reasons.
- Contractions *are not used* in *freestanding* portions of words, whether they stand alone or are preceded or followed by a hyphen.

15 - 12

- A word containing a termination sign may be divided between lines, but only following a syllable or a hyphen. When a termination sign is used it must be listed on a special symbols page (to be studied later). Examples:

• • • • •

ul(ti)matum ⠨⠶⠤⠞⠊⠮⠁⠽⠸⠍⠆

And then he added: "?"

Drill 30

Practice brailleing the following sentences.

1. *The Mysterious Attitude*. A statement such as, "I wish I could tell you the answer, but . . ." implies that you have inside information which would blow the lid off everything.
2. "*You're so . . . so . . .*" he yelled in exasperation. He just couldn't find the words to express his frustration. "*. . . terrific?*" she asked coyly.
3. By *disability*, as used in the Social Security Act, is meant "inability to engage in substantial gainful activity. . . ."
4. As he passed by the church, through the open door he heard the priest chanting: "*Agnus Dei, qui tollis . . .*"
5. "I'll be glad when my boot training is over and I can say good-bye to S.. D.... forever," Frank wrote.
6. The word "dispatch" may be spelled either *dispatch* or *despatch*.
7. It was the *one*-o'clock, not the *two*-o'clock news report, that stated the plane was missing.
8. If she will only permit me to *ann*ounce our engagement, I will *ren*ounce all my bad habits and *den*ounce all my former sweethearts.
9. The ad read: "You simply can't aff*ORD* to be without a F*ORD*."
10. The letters enclosed in parentheses should be contracted in braille: (dis)t(ing)ui(sh), M(in)n(ea)polis, m(ed)ic(in)al.

EXERCISE

Prepare the following exercise for submission to the instructor. Correspondence students: Submit the entire exercise at one time and ignore the line of asterisks between sentences #18 and #19.

LESSON 15

1. The thought that the *federal government is wealthy* and the *states poverty-stricken* is a dangerous illusion.
2. Since all men are created equal, it follows *a priori* that no group is entitled to preferential treatment.
3. This new remote control can program the *CD-ROM* drive to play a music *CD*.
4. Back in 1919, when we numbered *105,000,000* in this country, it took some *26,000,000* workers to grow our food, dig our fuels and metals, and make the goods we needed.
5. When O'Brien got up to speak, Todd thought, *he just doesn't have any self-assurance*.
6. The following books were written by Thomas Wolfe: *Look Homeward, Angel*; *Of Time and the River*; *From Death to Morning*; *The Story of a Novel*; *The Face of a Nation*; *The Web and the Rock*; *You Can't Go Home Again*; *The Hills Beyond*; *A Stone, a Leaf, a Door*.

7. CAPITAL PUNISHMENT: Spending the summer in Washington, D.C.—Richard Armour in *Today's Living*.
8. Will the students in group "a" please move so that group "b" can sit down?
9. The local Shakespeare Society is planning to produce one of the following plays this season: *As You Like It*; *King Richard III*; *Julius Caesar*; or *Hamlet*.
10. Sometimes Henry, seated at the head of the family in his little dining room at home, would look around him at his wife and two daughters and recall those ads he saw in the magazines for insurance—the kind with the banner line reading: *Are you, as head of your family, giving your loved ones the protection they need?* or *As family provider your family looks to you for security—now and in the future.*
11. The g in *gnat* is silent.
12. Charlie called to me, "The water's fine. *Come on in!*" So "in" I went!
13. '*It is not the size nor the gold equivalent of what each of us contributes to the world that is a measure of the value of his gifts. The service we render to others is really the rent we pay for room on this earth.*' —WILFRED T. GRENFELL
14. Thomas Jefferson will long be remembered for his drafting of *The Declaration of Independence*.
15. Steven's thoughts turned to Ritchy, *his idea of a great vacation (but not mine) is just to sit!*
16. MEMO: THE DOG THAT WOULDN'T BE is the camp movie this week.
17. Tennyson wrote "*In Memoriam*" to express his grief at the death of a young friend.
18. The Athenians not only had government *of* the people and *for* the people, but also government *by* the people.

* * * * *

19. Dwight Eisenhower, when president, said, "The *federal government* did not create the *states* of this republic. The *states* created the *federal government*...."
20. The sign on the wall explained the company policy:

**It is our rule that no alteration can be made to
one of our products by the retailer. Our warranty
is in effect only if the product is in its original
condition—that is, as it was when it left Kirby & Co.**

21. MERRIAM-WEBSTER'S NEW COLLEGIATE DICTIONARY is considered a *descriptive* dictionary; WEBSTER'S NEW WORLD DICTIONARY is a *prescriptive* dictionary.
22. *Oh boy, am I in for a dull evening!* he thought when he saw Aunt Em confronting him in the doorway. "What a pleasant surprise!" he said aloud.—*and now I won't know till morning who won the fight on TV.*
23. He scribbled a hasty note: "Will be in N. Y... City 2 days. Be careful what you tell the d..n internal revenue guy."

24. Article III, Sec. I, of the *Constitution* provides as follows: *The judicial power of the United States shall be vested in one supreme Court, and in such inferior courts as Congress may from time to time ordain and establish. The judges, . . . , shall hold their offices during good behavior, and shall, . . .*
25. In the following words the accented syllable is indicated by italics: *proficient*, *reunify*, *visionary*, *unlikely*, *proviso*, *discord*, *pretend*.
26. Benny Friedman was the man who put the FOOT in FOOTball.
27. During the 19th century, the *sixteen*-hour day was not uncommon, whereas today there is even talk of shortening the *eight*-hour day.
28. In the following words the letters enclosed in brackets are optional: encyclop[a]edia, cancel[l]ed, bus[s]es.
29. Soon the *Serene* was plunging through the most terrifying storm of the voyage, 1957's Hurricane Carrie that, only a few hundred miles away, sank the huge four-masted German bark *Pamir*, with a loss of 80 lives.
It was about this time that Cohen began inscribing a piteous document dealing with "The Last Days on Earth of Leslie Cohen." Excerpts:
- Constantly wet. Working 18 hours a day. If I ever come out of this alive I'll never set foot on a boat again.*
Bad storm again! God has never heard three bums pray as loud as we did.
. . .
Another day, another hurricane. This is the worst mistake two men ever made.
30. The entry "*Coverage only for vicarious liability of named insured (?)*" puzzled the law clerk.
31. NOTICE: The YMCAers will meet Tuesday at 7 p.m.
32. Tom's brother was late for supper so he went all over the neighborhood calling for him, "Char-*lie*—supper time—Char-*lie*." Charlie was so far away that he only heard the "-*lie*."

Lesson 16

Accent Sign, Foreign Words in English Text, Anglicized Words, Corrupted Words, Coined Words, Specialized Terminology, Non-Latin Alphabets, Old and Middle English, Foreign Punctuation, Order of Punctuation Marks and Composition Signs

16.1 Accent Sign [V.24.c]

The next braille composition sign to be studied is the *accent sign* (dot 4). In braille, this sign is placed *immediately* before a letter that, in general literature, is printed with an accent or diacritical mark. In literary braille, where only a few words or sentences are in a foreign language, no distinction is made between different kinds of accent marks.

Examples:

garçon ⠠⠠⠠⠠⠠⠠ São Paulo ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

When braille foreign words printed in regular typeface in English text, accented letters must not form part of a contraction. Examples:

barrière (French) ⠠⠠⠠⠠⠠⠠⠠⠠ fiancé (French) ⠠⠠⠠⠠⠠⠠⠠⠠
årstid (Swedish) ⠠⠠⠠⠠⠠⠠ färben (German) ⠠⠠⠠⠠⠠⠠

An accent mark in an English word indicates an entire stressed syllable—not just a letter—and contractions are used. Examples:

blessèd ⠠⠠⠠⠠⠠⠠ reënforce ⠠⠠⠠⠠⠠⠠⠠⠠
coëducation ⠠⠠⠠⠠⠠⠠⠠⠠

When an accent mark is used, it must be listed on a special symbols page (to be studied later).

• Note: The distinction between the various diacritical marks must be made when braille textbooks in which diacritics are used to study pronunciation, or when braille whole foreign language texts, such as those used in foreign-language instruction. The transcriber must then use the rules as prescribed by the Braille Authority of North America's (BANA) Foreign Language Technical Committee.

New rules for braille foreign language texts are now under production at BANA. Until they are available, questions should be directed to the foreign language experts at the National Braille Association (NBA), 3 Townline Circle, Rochester, NY 14623-2513 or the California Transcribers and Educators of the Visually Handicapped (CTEVH), 741 North Vermont Ave., Los Angeles, CA 90029.

16.2b Foreign words in *regular* typeface. When foreign words and names are printed in regular typeface, contractions and letter signs are used. Examples:

Nicole is très chic.

"Adiós, Mariá y José," said Father.

However, the following rules must be observed:

16.2b(1) Foreign and English words spelled alike. [X.34.b(7)] Sometimes a foreign word has the same spelling as an English word, or a braille contraction for an English word, but the meaning, pronunciation, and/or syllable division is different. Where the use of a contraction could cause difficulty in the recognition of such a word, the contraction is not used. Examples:

al fine (äl fe'ne) centime (sän teem)

mare nostrum (mer'e nostrum) ⠏⠗⠑⠇⠊⠎⠞⠊⠒⠍⠁⠗⠑⠎⠗⠔⠗⠑⠇⠊⠎⠞⠊⠒⠍⠁⠗⠑⠎

Was ist das? 

Får jag be om notan!

[illegible]

Erin go bragh 

en la tarde en la tarde en la tarde in aeternum in aeternum in aeternum

16.2b(2) Single foreign letters or letter combinations. Use a letter sign before any single foreign letter in regular typeface. A letter sign should also be placed before any letter combination that could be mistaken for a short-form word. Examples:

e pluribus unum

honi soit qui mal y pense

al dente ab initio

16.2c Dividing foreign words. A good rule of thumb to use when dividing foreign words is to keep prefixes and suffixes intact and divide compound words into their component parts. This practice, however, can be troublesome for a transcriber who is not familiar with the language. For instance, Spanish words never divide between double *ll*'s, *rr*'s, or between *c* and *h*. If, after consulting all available resources, proper division still cannot

be determined, do not divide the word. Examples:

La Jo/lla Ca/bri/llo co/rrer mu/cho

16.3 Anglicized Words

In most instances, a change in typeface is sufficient to indicate foreign words. However, there are times when it is difficult to know whether a word is foreign or not. Many words that were once considered foreign have been anglicized; *i.e.*, so commonly used in English as to have been included as entries in the main text of the dictionary (often with the accent signs omitted) and given no special foreign designation. When anglicized words such as *carte blanche*, *enfant terrible*, *vis-à-vis*, *coup d'état*, or *sans serif*, which are no longer designated as foreign in the dictionary, are printed in italics, we can assume that the author has chosen to italicize them for emphasis or distinction—in which case the italics are kept and contractions are used. When in doubt consult a reputable dictionary less than ten years old.

Drill 31

Practice brailleing the following sentences.

1. The attractive divorcée and her distingué protégé created a sensation at the lawn fête.
2. Louis XIV stated the position of all dictators when he said, "*L'état c'est moi*."
3. The François family with their entire ménage had already departed for Florida.
4. 'And opening his mouth he taught them saying, "Blessèd are the poor in spirit for theirs is the kingdom of heaven. . . ."'
5. The newest trend in German politics is Parteiverdrossenheit, or PV for short.
6. "*Vive la France!*" defiantly shouted the young patriot as he was led off to face the firing squad.
7. José de San Martín was one of the leading liberators of South America.
8. Signorina Puccini is auditioning with the Metropolitan Opera Company.
9. Étienne professed to be *enchanté* to meet *la belle Mademoiselle Andersen*.
10. The original German title of Erich Remarque's famous book *All Quiet on the Western Front* was *Im Westen Nichts Neues*.
11. Egypt is fine, but if we have to go to Port Said again, we're finished — al fine!
12. My family comes from a small town in Italy called Giovanni a Piro.
13. We can keep this little *cherub* here, but that little *enfant terrible* will have to go home.
14. "*E molto bene di ritornare a casa*," said the old woman as she stepped off the train.

16.4 Corrupted Words, Coined Words, Specialized Terminology [X.34.d]

16.4a English interspersed with foreign or corrupted foreign words. When transcribing dialect that is a hybrid of English and some foreign language, those italicized sentences or phrases that are purely foreign are brailled uncontracted. When unitalicized foreign or corrupted foreign words are interspersed with English, these words are treated as dialect and contractions are used. (See §12.7b(3).) Example:

"Ring the bell, Hans. I want Ernst *und* Konrad, now—zupper is ready."

"Ja, Mutter."

"Hurry now. *Das ist gut.*"

16.4b Made-up, or coined, words. A somewhat similar problem arises in the case of made-up words such as those often found in science fiction and verse. These words cannot be regarded as foreign; therefore, they are contracted in the same manner as English words.

16.4c Specialized terminology. Foreign words are frequently used in specialized material, such as books on law, medicine, music, and cooking, and for scientific classifications in fields such as botany and zoology. If the meanings are explained in the text or in a glossary, such terms are contracted like English words, even though some of them may not be found in the dictionary. Example:

Some starlings, members of the species *Sturnus vulgaris*, are fine singers.

16.5 Non-Latin Alphabets [V.24.e, V.26.b]

16.5a Non-Latin letter indicator. When letters from non-Latin languages such as Greek, Russian, Hebrew, or Arabic appear in English text, the braille equivalents of these letters are used and they are preceded by dot 2, the *non-Latin letter indicator*. The braille equivalents of Greek letters are listed in Appendix B of *English Braille American Edition 1994*. Other non-Latin languages are listed in *World Braille Usage* (available through the National Library Service for the Blind and Physically Handicapped, see pg. xii).

When a non-Latin letter indicator and braille equivalents for non-Latin letters are used, they must be listed on a special symbols page (to be studied later).

- 16.5b Greek letters.** A non-Latin letter indicator (dot 2) must precede each Greek letter or letter grouping that stands for letters, not a word. The appropriate single or double capital sign is used before uppercase Greek letters. Italic signs and letter signs are not used. *To*, *into*, and *by* cannot be contracted when they precede a foreign letter indicator. Example:

I wrote to ΦBK president, Tom Jones.

Figure 1 shows a 2x10 grid of dot patterns. Each pattern is a 2x2 grid of dots. The patterns are arranged in two rows of ten. The first row contains patterns 1 through 10, and the second row contains patterns 11 through 20. The patterns are defined by the presence (black dot) or absence (white dot) of dots in the four positions of the 2x2 grid.

- 16.5c Greek and other non-Latin words.** In general literature, the *letter sign* (dots 5-6) precedes each word of a passage consisting of three or fewer Greek or other non-Latin words. In passages of more than three such words, a double letter sign is used before the first word and a single letter sign is used before the last word. Print italics should be ignored. When a single or double letter sign is used before such words, this usage must be explained on a special symbols page (to be studied later).

16.6 Old and Middle English, Archaic Spelling [V.26.c]

Old and Middle English employing letters not used in modern English should be considered as foreign and transcribed in uncontracted braille. For rules regarding letters no longer in use, refer to *Braille Formats: Principles of Print to Braille Transcription*. Contractions should be used in archaic spellings found in later writings unless their use would cause difficulty in the recognition of a word. For instance, if the *ity* contraction were used in the archaic spelling of *city* (*citye*), it would be read as *city-e*.

16.7 Foreign Punctuation Marks [V.24.d]

Punctuation used in foreign languages generally follows that used in English. However, the differences that are pointed out below should be observed when transcribing such material found in English text.

- 16.7a Foreign quotation marks.** When French uses guillemets (« ») or German uses inverted quotation marks („“) to enclose conversation, these are represented in braille by the appropriate English inner or outer quotation mark symbols. This usage should be explained on a transcriber's notes page (to be studied later).

When dashes are used to enclose foreign-language dialogue instead of quotation marks, in braille they are spaced in the same way as quotation marks. That is, the opening conversation dash, preceded by a space, must be in conjunction with the following word or composition sign(s) preceding the word. And the closing dash, which follows the preceding word or mark of punctuation immediately and cannot be separated from it, is followed by a space.

When a dash is used in braille to introduce foreign conversation, this usage must be explained on a special symbols page (to be studied later). Example:

[illegible]

¿Es éste el camino a Puebla?

The figure consists of 10 sub-diagrams arranged in a single row, each showing a grid of dots. The dots are black, and the background is white. The pattern of dots evolves from left to right, starting from a small cluster and growing into a larger, more complex shape. The dots are arranged in a way that suggests a sequence of states or a process over time.

— ¡Es demasiado! — Ana shouted.

- ## 16.8 Order of Punctuation Marks and Composition Signs [II.8]

1. Opening parenthesis or bracket
2. Opening quotation mark
3. Dash before opening foreign conversation
4. Italic sign
5. Opening Spanish question or exclamation mark
6. Non-Latin letter indicator
7. Print symbol indicator
8. Dollar or section sign
9. Number sign
10. Letter sign
11. Apostrophe
12. Decimal sign
13. Capital sign
14. Accent sign

Drill 32

Practice brailleing the following sentences.

1. "When will you be back?" called his comrades as Poncho rode off in the general direction of the border, and his reply was — ¿*Quién sabe?* —
2. The circumference of a circle is equal to $\pi \times d$.
3. "*Écoutez bien,*" said Professor Moreau, as he launched into his lecture.
4. He was extremely proud of his former connection with the FBI ("G-men are the world's greatest detectives," he was fond of saying).
5. "*Geh!*" she said. "*Mach schnell!*"
6. During his senior year at college ('90-91) he lived in the ΠΚΑ house.
7. In music, *diminuendo* means to play softer by degrees.
8. ΔΕΛΦΟΙ (Delphi) was called the navel of the earth.
9. Goody Thatcher hoped to see her grandchildren become "polished stons" in the church. "Them i do hertili inbrace," she wrote.
10. The Greek letters *O* and *Ω* are pronounced the same.

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 16

1. "Art thou not, fatal vision, sensible to feeling as to sight? or art thou but a dagger of the mind, a false creation, proceeding from the heat-oppressed brain?" —Macbeth
2. He had just returned to the café after his tête-à-tête with his fiancée.
3. The new government came into power through a coup d'état but masquerades behind a façade of democracy.
4. The dénouement of the plot began when the professor crashed the party clad in tuxedo and black suède shoes and wearing a boutonnière of lilies of the valley.
5. "*Merci beaucoup,*" said Jacques as I handed him the prize.
6. As the victorious French troops reëntered the city, the crowd triumphantly and spontaneously broke into the *Marseillaise*: "*Allons, enfants de la patrie! Le jour de gloire est arrivé! . . .*"
7. France was represented at Versailles by Georges Clemenceau.
8. The sign ΚΙΝΔΥΝΟΣ alerted us to the dangers of driving in the Greek mountains.
9. Jeanne d'Arc was known as the "Maid of Orléans."
10. I said, this restaurant serves all meals *table d'hôte*, not *à la carte*.
11. The note began very formally, "*Sehr geehrtes Fräulein Mary Smith: . . .*"

12. —*¡Qué bonita!*— exclaimed the handsome young gaucho as he doffed his sombrero to the lovely señorita.
13. The pin on his lapel proudly proclaimed his affiliation with ΣΧ.
14. “'69!” he said emphatically, “that was the year I was born!”
15. The first half of Julia's program closed with Chopin's *Étude in E Major*.
16. The memory of her insult still rankled in his mind ("*gros cochon*" she had called him).
17. The motto of the United States is "*E pluribus unum*."
18. "The situation has been getting rather unhealthy," Filatov told the mass-circulation weekly *Argumenty i Fakty*.
19. Papa's favorite supper dish was pasta with beans, *Pasta e Fagioli*.
20. I came home from our trip with German marks, French centimes, and Spanish pesos.
21. "Schmidt," she said. "Tomorrow Sunday ist. Der mass in Piedras iss nine by der clock."
22. *Serous otitis media* is a medical term for fluid in the ear.
23. Winthrop considered his colony to be a model to others; "Wee must Consider that wee shall be as a Citye upon a hill."
24. The priest said he hoped Father hadn't had a *faithectomy*, since he hasn't seen him in church for months.

Lesson 17

Reference Symbols (Asterisk), Footnotes, Source References, Credit Lines, Transcriber's Notes, Pagination

Note: In order to prepare the student for unknown situations that may occur in the certification manuscript and future transcriptions, from this point on some topics are explained that may not be tested in the exercises.

17.1 Reference Citations in General [IV]

Authors often find that they must cite sources of information to give themselves credibility and to state the sources of direct quotations, facts, and ideas other than their own. Citations can be made in several ways. The most common way is to insert a reference marker, which may be an asterisk, a dagger, a double dagger, or a superscripted number or letter in the text immediately following the material being cited. A note, preceded by the same reference marker, explaining the source of the statement is then placed at the bottom of the print page—or sometimes at the end of the chapter or even the end of the book.

17.2 Reference Symbols — The Braille Asterisk

In literary braille, all print reference markers are represented by the braille *asterisk* (dots 3-5, 3-5). A space is left before and after a braille asterisk except when a footnote number or letter follows it in print. When an asterisk is used in braille it must be listed on a special symbols page (to be studied later). Example:

Veterans* Day [or] Veterans† Day [or] Veterans‡ Day

17.2a Numbered or lettered reference markers. When reference markers are superscript numbers or letters in print, these references are represented in braille by the asterisk, preceded by a space but followed unspaced by the number sign and the number or the letter sign and the letter. Examples:

He was born in 1972²

He was born in 1972^a

17.2b Position of reference markers. Just as in print, the braille reference indicator (asterisk) is inserted into the text following the word or words to which it refers. The complete braille reference indicator (the asterisk and any accompanying number or letter) is always preceded and followed by a blank cell, and must be located on the same braille line as the word, or portion thereof, to which it pertains.

... brought in by the Moors.* The offspring was the finest horse in Europe.

* The Moors taught the Spanish much about horses . . .

Figure 1 displays 30 small plots arranged in a 3x10 grid, showing the evolution of the number of nodes in a network over time. The top row shows a network starting with 10 nodes and growing to 100 nodes. The middle row shows a network starting with 10 nodes and growing to 100 nodes. The bottom row shows a network starting with 10 nodes and growing to 100 nodes. Each plot has a y-axis labeled 'Nodes' and an x-axis labeled 'Time'.

A paragraph may contain several indicators referring to footnotes, some short and some long. The short footnotes are inserted into the text as explained above. If there is only one long footnote in a paragraph, use only the braille asterisk for the reference indicator, regardless of the print symbol, number, or letter.

- **Note:** Further discussion of footnotes can be found in the directions to Drill 33.

17.3c Paragraphs containing multiple reference markers. When there is reference to more than one long note in a paragraph, regardless of the print symbols, numbers, or letters, insert the braille asterisk followed by the unspaced number 1 ($\cdot\cdot\cdot\cdot$) at the first point of reference, number 2 ($\cdot\cdot\cdot\cdot$) at the second, and so on. At the end of the paragraph each footnote, preceded by its identifying numbered asterisk and a space (do not include a period), is brailled as a separate paragraph. Begin each in cell 7 with runover lines starting in cell 5.

- **Note:** Literary format should not be used for heavily annotated study texts such as those that use both numbered and lettered footnote indicators or have all of the notes compiled in a note section at the end of each chapter or at the end of the book. Such books should be brailled according to the rules in *Braille Formats: Principles of Print to Braille Transcription*.

17.4 Source References [IV.23]

In general, references (such as *Chapter 6, page 9, line 2*, or *Verses 1-6*) are brailled as they appear in print. They may be condensed (abbreviated) only if the meaning would be perfectly obvious and considerable space would be saved. When condensing references follow the rules as set forth in *English Braille American Edition 1994*, Rule IV.23.

17.4a Section numbers and reference citations. Follow print spacing and capitalization when brailleing section numbers and reference citations. Print dots used as separators in such citations should be represented by the braille decimal point only when they occur between arabic numbers. When a dot occurs between roman numerals and arabic numbers or between numbers and letters it should be represented by the braille period. Examples:

6.4.5

II.7

17.4b(3) Condensing biblical citations when book name is abbreviated. When the name of the biblical book is abbreviated, the same rules apply except that the print abbreviation is used followed *immediately* by the chapter and verse numbers—each with a number sign and no intervening space. Do not divide the abbreviated book name and following numbers between lines. Examples:

Heb. VI 9 [*or*] Heb. 6:9

Heb. 6:9-11

[illegible]

When a colon and multiple verse numbers separated by commas follow a chapter number, the commas are retained in braille. Example:

Timothy 3:2, 3, 4, 6

17.5 Credit Lines (Attributions) [BF Rule 1, §18.b(2)]

17.5a Author's name or source name following text. In print, a preface, a piece of poetry, a foreword, an accolade, or a quotation is often followed by the name of the author or someone who is endorsing the author's work—sometimes with an address, affiliation, and date. Also, sometimes following material such as the lyrics of a song there is an acknowledgment of another source, e.g., taken from *A Child's Songbook*. The placement and capitalization of this type of information, called credit lines or attributions, should follow print.

Follow print when credit lines follow the text on the same line. When a credit line appears on the line following text, it should start four cells to the right of the beginning of the preceding braille line. For example, the credit should start in cell 5 if the line before started in cell 1; start in cell 7 if the line before started in cell 3; and so on. The entire attribution should be blocked; that is, each line starts in the same cell. A dash should not precede a credit line unless one appears in print. (For correct spacing of the dash, see §2.5.b(2)) Do not leave a blank line before or after an attribution unless required by other braille formats (for example, when a centered heading, which is always preceded by a blank line, follows an attribution). A credit must begin on the same page as the material to which it refers. If this is not possible, a portion of the text should be taken to the next page. If there is not room for an entire credit on the same page, a continuation of these materials may be carried over to the next braille page. Ignore special typefaces unless needed for emphasis or distinction. Example:

... America begins where this book ends.

—Elizabeth Harden

London. 1987





- 17.5b Author's name or other material preceding text.** When in print an author's name, a short verse or quotation (epigraph), a source citation, etc., is printed at the beginning of an article, chapter, poem, or short story, follow print placement and separate it from the title by a blank line. Ignore any special typeface unless needed for emphasis or distinction. Epigraphs are discussed further in Lesson 19.

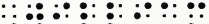

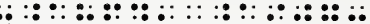
The title and the author's name must be centered on the braille lines. When centering, if there is not room to leave at least three blank cells at the beginning and end of the line, divide the material between two consecutive lines.








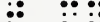




Leave a blank line (1) before the title, (2) between the title and the author's name, and (3) between the author's name and the body of the text. Example:


On The High Road
William Stevens (1864?-1907)

It was on a warm spring evening that my parents took me to visit "Uncle Charlie" for the first time. . . .



- 17.5c Accolades.** When brief statements of praise for an author appear on a book's cover or with the front matter, they should be brailled in paragraph style with a blank line between them. Braille the names of the authors of the accolades according to the rules stated above for credit lines.

17.6 Transcriber's Notes [App. A.10]

Occasionally it is not possible to transcribe material into braille exactly as it appears in print. When this happens, a note is written by the transcriber explaining the change from print format or conveying information necessary for the clear understanding of the material. This transcriber's note (TN) may be added to a braille transcription either at the beginning of a volume or imbedded in the text.

When a situation that needs explanation occurs only once, or very seldom, the transcriber's note is imbedded at the appropriate site in the text. Each complete note, regardless of the number of paragraphs it may contain, is preceded and followed, unspaced, by the 2-cell *transcriber's note symbol* (dots 6, 3). Use paragraph format with each note starting in cell 7 with runover lines starting in cell 5. A blank line should not be left either before or after a TN unless required by other braille formats. [BF Rule 1.7]

For clarity, an opening transcriber's note symbol is never placed in contact with a whole-word, lower-sign contraction. When a TN symbol and a lower-sign contraction fall

consecutively, the lower-sign word must be spelled out. When a transcriber's note symbol is used in a volume, it must be listed on a special symbols page (to be studied later.)

For a special format that needs explanation, stop the transcription immediately *before* the occurrence and insert a transcriber's note. Example:

If a term or print sign needs identification or description, place the TN immediately *following* it. Example:

In the following music a caesura // is used to indicate a breathing point.

When a special situation that needs explanation occurs more than once within a particular section of a text, only one transcriber's note is needed.

When it is necessary to explain that the braille version differs from the print in a fundamental way *throughout an entire book* this notice is placed on a transcriber's notes page at the beginning of the braille volume (to be studied later).

17.7 Pagination

A book that is brailled without any indication of the print page numbers is said to be brailled using *literary-style* pagination. This is the method generally used for magazines, craft instructions, menus, novels, and other recreational reading where it is not important to the braille reader to know where a print page starts or ends.

It is suggested that any book that has an index, will be used in a classroom, or serves as a reference be brailled in *textbook style*; i.e., the beginning of every print page is clearly delineated and the print page number noted on the braille page.

Interpoint is braille that is embossed on both sides of the page. Agencies that have equipment to produce interpoint should specify the placement of braille and print page numbers.

Pagination of preliminary pages (table of contents, dedications, prefaces, etc.) will be discussed in Lesson 19.

17.7a Literary-style pagination. In literary-style pagination, consecutive page numbers are placed so that they end at the right margin of line 1 on every page of a braille edition. This is the method that you have been using in past lessons. *All certification manuscripts must be prepared using literary-style pagination.* [Note: Correspondence students are to braille the exercise in this lesson and all future lessons in this style. Classroom teachers may choose otherwise, but it should be noted that the teacher's edition shows exercises using literary-style pagination only.]

17.7b Textbook-style pagination. [BF Rule 1, §13] When a book is brailled in literary style, the braille page numbers are placed at the *top*, right-hand corner of the page. When a book is brailled in textbook style, the braille page numbers are placed at the *bottom*, right-hand corner of the page—and the print page numbers are placed at the top of the page.

When a new print page is started at the top of a braille page, the print page number is brailled in the last cells of the first line, with no fewer than three blank cells left between the page number and the running head.

Consecutive braille page numbers are placed in the last cells of the last line on every page, again leaving room for at least three blank cells between the last word and the page number.

As an example, suppose the exercise in this lesson is brailled using textbook-style pagination. The first braille page will have the print page number (17-11) placed at the end of line 1 and the braille page number (1) at the end of the 25th line.

You will not be able to complete the first print page on the first braille page. To indicate to the reader that the first print page continues on to subsequent braille pages, the same print page number is placed on the first line of the next braille page preceded by the unspaced letter *a* for the first continued page, the letter *b* for the second, etc. These letters are brailled without the letter sign. So, the second braille page will have the print page number 17-*a*11 (⠁⠑⠗⠑⠒⠑⠑⠑⠑⠑⠑⠑⠑⠑) on the first line and the braille page number 2 (⠼⠨⠑) at the end of line 25.

Note that when page numbers consist of a combination of the chapter number and a page number, as in this manual, in braille the numbers are separated by a dash—in which case the number sign must be repeated.

You will be on the fourth braille page before you come to the end of the first print page. To indicate the change to a new print page, a *page change indicator* (also known as a *print page indicator* or a *page change line*) is placed on the line immediately following the last line of text of print page 17-11.

The print page change indicator is a line of unspaced dots 3-6 that starts at the left-hand margin and continues all the way across the page to the new print page number. No space is left between this indicator and the first symbol of the print page number. Example:

If you are in the middle of a sentence or paragraph, the text should continue on the line immediately below the page change indicator. In our example, however, we have come to the end of the print page at the end of an excerpt. Because there is a blank line left between each of the excerpts in print, a blank line is left following the print page change indicator. Subsequent pages will be numbered *17-a12*, *17-b12*, etc.

• Note: Although the Braille Authority of North America (BANA) is working toward eliminating differences between literary-style and textbook-style formatting, disparities do remain. When material is transcribed using textbook-style pagination, all of the rules for formatting as set forth in *Braille Formats* must be followed. For instance, when using textbook-style pagination, the rules for footnotes as stated in *Braille Formats*, not those in *EBAE*, must be followed.

- 17.7c Repetition sign.** Under no circumstance should a series of page numbers be erased and corrected. If it is found that a braille page number has been repeated in work that was generated on a braillewriter or slate and stylus, insert the *repetition sign* (dots 5-6) unspaced before the repeated page number. When used, this sign must be listed on the special symbols page (to be studied in Lesson 19).
- 17.7d Omission sign.** If a braille page number has been omitted, insert the *omission sign* (dot 5) unspaced before the page number that follows the omission. When used, this sign must be listed on the special symbols page. If several page numbers have been repeated or omitted, this should be explained on a transcriber's notes page (to be studied in Lesson 19).

Drill 33

Braille the following material twice, first using literary-style pagination and *EBAE* rules for footnotes as explained in this lesson, and again using textbook-style pagination and *Braille Formats* rules for notes.

Braille Formats, Rule 12, §3, calls for all notes, whether long or short, to be brailled immediately below the line on which the reference to it appears. Complete the braille line in which the reference indicator occurs. Start the note on the next line, using the same reference indicator as shown in print. For instance, if the print reference marker is a superscripted number 1, the braille indicator, both in the text and preceding the note, will be ⠠⠠⠠⠠ whether the note is long or short. Just as with literary-style footnotes, start the note in cell 7 with runovers in cell 5. Do not leave a blank line before or after the note.

In the literary-style version use the running head **JEFFERSON THE VIRGINIAN** (not Drill 33). Use full capitals and do not use italics. Due to the longer page number, use the running head **JEFFERSON** in the textbook-style version. (Running heads will be studied further in Lesson 19.) Leave a blank line between the running head and the centered chapter title and another blank line between the title and the text. Follow print capitalization for the chapter title. This excerpt was taken from *Jefferson the Virginian* by Dumas Malone (Little, Brown and Company, 1948).

Assume that a classroom teacher has asked you, the transcriber, to add a note at the end of the transcription of this material explaining its source. Do this using a transcriber's note.

JEFFERSON THE VIRGINIAN

The Services of Peter Jefferson

THE EARLIEST recollection of Thomas Jefferson was of being carried on a pillow by a mounted slave on the journey from Shadwell to Tuckahoe. The circumstances must have been specially impressive, for he was only two or three years old at the time.¹ He had now ceased to be the youngest member of the family but he was still the only boy. At the age of twenty months he had acquired a third sister, and a fourth was born shortly after he turned three. Two more boys were born at Tuckahoe, but one lived only a few weeks and the other did not survive a day. The five young Jeffersons and the three young Randolphs comprised a good-sized group of children, and doubtless a lively one.²

If the house was then completed in its historic external form, as seems probable, they could have lived almost as two separate families, thereby diminishing domestic confusion to some degree. It had two distinct wings which were connected by a large room or salon, and thus it assumed the shape of the letter "H." One of the wings had brick ends, but otherwise it was a frame structure, painted white. At that time it may not have contained the fine paneling and rich stairways which were seen in it later, but the rooms had high ceilings and were airy. Jefferson was there as a little boy and he often stopped with Thomas Mann Randolph after he grew up, but he saw no reason to describe such a familiar house in letters. Architecture of this sort did not impress him after he was attracted to classic columns and had begun to dream of stateliness; but this home of his first memories, set above a greater stream than the Rivanna, always must have seemed an exceedingly pleasant place.³

¹ Family tradition as given by Randall, I, 11; *Domestic Life*, p. 6.

² Peter Jefferson's records of tobacco at Tuckahoe begin with the year 1745, and the family probably left Shadwell before the birth of Martha on May 29, 1746. They had undoubtedly moved before Sept. 12, 1746, when the Colonel set out on a surveying expedition. On the children, see Appendix I, C.

³ On the Tuckahoe Randolphs see Appendix I, B, 1.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of four excerpts, two biblical quotations, a biblical reference, and three accolades. Use the running head **LESSON 17** on the first line of every page of the exercise.

On the first page only, leave the 2nd line blank. The number, title, author, and publishing information of the first excerpt, just as it appears in print, should start on the 3rd line in standard paragraph format. Leave a blank line between the title information and the excerpt, as you learned in the rules for quoted material in Lesson 15.

When the first excerpt has been completed, leave a blank line before starting the next. Leave a blank line before each succeeding numbered problem.

Use normal paragraphing format and leave one blank line between the biblical quotations, reference, and accolades.

Assume that #5 and #6 are quotations found in a newspaper or a work of fiction. Condense the citation in #7.

If material that must be followed by a blank line ends on lines 24 or 25 of the braille page, leave a blank line following the running head on the next page.

LESSON 17

1. Excerpt from *Certain Trumpets*, by Garry Wills (Simon & Schuster, 1994):

Yet there have been great leaders who took people toward destruction, of others or themselves or both. Hitler. Nero. Stalin. Some would like to sanitize the term "leader" by distinguishing it from words like demagogue or dictator or autocrat. "Bad leaders" trick others, impose their will, leave others no choice. James MacGregor Burns says that autocrats cannot *not* be followed, so they are not leaders.¹ But Hume reminds us that even the head of a police state cannot impose his single will by force. His police outnumber him; he must *persuade* them to oppress the people.² St. Augustine says that the leader of a gang of thieves must keep good order in the gang, observing equity in matters like the division of spoils: "Even robbers, in order to *disturb* the peace of others with ruthless efficiency, take care to *maintain* peace among themselves."³

1. James MacGregor Burns, *Leadership* (Harper & Row, 1978), p. 24, on what he imagines was medieval autocracy: "Authority was quite one-sided. Rulers had the right to command, subjects the obligation to obey."
2. David Hume, "Of the First Principles of Government": "The sultan of Egypt or the emperor of Rome might *drive* his harmless subjects, like brute beasts, against their sentiments and inclinations; but he must at least have *led* his marmadukes or praetorian bands, like men, by their opinions." Eugene F. Miller, ed., *Essays Moral, Political, and Literary*, (Liberty Classics, 1985), p. 32.
3. St. Augustine, *The City of God* 19.12.

2. Excerpt from *Money, Whence It Came, Where It Went*, by John Kenneth Galbraith (Boston: Houghton-Mifflin, 1975):

By far the most memorable participant in this debate was a London stockbroker of Jewish provenance who, unknown to himself or anyone else, was, by this discussion, launching one of the most famous careers in economic thought. Some would later count him the greatest of all economists. This was David Ricardo, and he was an uncompromising supporter of the Bullion Committee and of what soon was to be known over the world as the gold standard. "During the late discussions on the bullion question, it was most justly contended, that a currency, to be perfect, should be absolutely invariable in value."¹⁰ After conceding that precious metals could not be counted upon to be quite so invariable and perfect ("they are themselves subject to greater variations than it is desirable a standard should be subject to. They are, however, the best with which we are acquainted."¹¹), Ricardo went on to hold that, without such a standard, money "would be exposed to all the fluctuations to which the ignorance or the interests of the issuers might subject it."¹² He was not opposed to bank notes. He thought them economical and a great convenience. But let them always be fully convertible into the metal on demand.

¹⁰David Ricardo, *The Works and Correspondence of David Ricardo*, Vol. IV. *Pamphlets 1815-1823*, Piero Sraffa, ed. (Cambridge: Cambridge University Press, 1951), p. 58.

¹¹Ricardo, *Pamphlets*, p. 62.

¹²Ricardo, *Pamphlets*, p. 59.

3. Excerpt from *Working*, by Studs Terkel (New York: Pantheon Books, 1974):

Our neighbors came over. They're sixty-eight. They're broiler farmers. * She plays piano in the church, by songbooks written in do-re-mi notes. I brought a record out—hits of the last sixty years. It was from Caruso to Mario Lanza or something. She didn't recognize one piece of music on that record except Eddy Arnold. They didn't get a radio down there until about 1950, because they weren't wired for electricity.† So we've got one foot in the thirties and one in the seventies.

* "Arkansas is the leading producer of poultry in the United States. The broiler farmer invests somewhere between twenty and thirty thousand dollars in two chicken houses. They hold up to seven thousand baby chicks. The packing company puts the chicks in and supplies the feed and medicine. At the end of eight weeks they're four and a half pounds. The companies pick 'em up and pay you for 'em. Ralph Nader's been after them. It's almost white slavery. The farmer invests and the company can say, 'This is a lousy lot, we're not gonna pay you the full price.' But you're still putting in twelve hours a day."

† Clyde Ellis, a former congressman from Arkansas, recalls, "I wanted to be at my parents' house when electricity came. It was in 1940. We'd all go around flipping the switch, to make sure it hadn't come on yet. We didn't want to miss it. When they finally came on, the lights just barely glowed. I remember my mother smiling. When they came on full, tears started to run down her cheeks. After a while she said: 'Oh, if only we had it when you children were growing up.' We had lots of illness. Anyone who's never been in a family without electricity—with illness—can't imagine the difference. . . . They had all kinds of parties—mountain people getting light for the first time. There are still areas without electricity . . ." (quoted in *Hard Times* [New York: Pantheon Books, 1970]).

4. Excerpt from *Love, Eleanor*, by Joseph P. Lash (New York: Doubleday & Co., Inc., 1982):

I started this letter before dinner (I'm at the White House) and was summoned to the President's study for cocktails. You and I never seem to be on time where the C-in-C is involved. He was in a jovial mood so I guess the visit of Mr. 'Brown'* has gone well. Mrs. R. says that the Pres. feels he got onto a warmer personal basis with Mr. 'Brown.' It amuses me that with the Pres. who is so coldly impersonal himself and with Mr. 'Brown' who belongs to a clan that prides itself on its ability to evaluate people & events impersonally, the object becomes one of getting onto a plane of discourse that has more warmth.

Did I ever tell you that one weekend at H.P. when Mackenzie King† was there and some Vassar girls, we got onto a discussion of post-war organization? The Pres. then talked about a monopoly of post-war military power in the hands of England and the United States. I meekly asked—what about Russia, and the Pres. dismissed it. Tonight Jane Plimpton‡ asked the Pres. anent a remark of his that we would police the aggressor nations after the war to see that they didn't rearm—who would do the policing? The Pres. remarked: ourselves, the English, the Russians, and the Chinese. Mrs. R. & I both looked at one another and smiled. Then he said, 'If we hang together,' and that he thought we would.

* Mr. "Brown" was the code name for Vyacheslav M. Molotov, Soviet Commissar of Foreign Affairs, whose fateful visit to the White House, where he had pressed for an early second front, had just been concluded.

† Canada's Prime Minister.

‡ Vassar student body head who had attended the Campobello Summer Institute.

5. "Render unto Caesar the things that are Caesar's, and unto God the things that are God's."
(Matt., xxii, 21.)
6. In a letter to the Thessalonians (1 Thess. 4:11), Paul urges the faithful . . .
7. "There be three things which are too wonderful for me, yea, four which I know not: The way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; and the way of a man with a maid." —Prov. XXX, 18-19
8. "A CLASSIC THRILLER." — *Publishers Weekly*
9. "Adds new meaning to the word RIVETING."
—*Atlanta Journal and Constitution*
10. "Masterfully plotted and brilliantly told. The suspense is unrelenting and its satisfaction is guaranteed."
John Winston
author of *Helpless!*

Lesson 18

Special Formats: Poetry, Columns, Tables, Outlines

Suggested Formats: Menus, Recipes

Note: Following are directions for some special formats. For a few there are definite literary code rules. Others are brailled according to the rules in *Braille Formats: Principles of Print to Braille Transcription*. And there are some for which there are only *suggested* formats.

18.1 In General

Print employs many different styles to produce the myriad of magazines, newsletters, catalogs, instruction manuals, patterns, menus, etc., that are available to the print reader. Transcribers are often asked to braille recipes, playing cards, words to music, transportation schedules, bank statements, and utility bills. For these, there are no set codes or rules. A sound knowledge of the basic literary braille code and a thorough familiarity with *Braille Formats: Principles of Print to Braille Transcription* is the best preparation a brailist can have for transcribing such materials. Two national organizations that offer help with special formats are the National Braille Association, Inc., 3 Townline Circle, Rochester, NY 14623, and the California Transcribers and Educators for the Visually Handicapped, 741 N. Vermont Ave., Los Angeles, CA 90029.

18.2 Poetry [BF Rule 10]

18.2a Poetry in prose form. When poetry is written in the form of prose with a mark of punctuation, such as a slash or colon, indicating the end of each poetic line, in braille use the *line sign* (dots 3-4-5) to represent the print punctuation mark. Leave one blank cell before and after the line sign. The line sign may begin or end a braille line, but it may not stand alone on a line. When this sign is used it must be listed on the special symbols page (to be studied later). When poetry that is run into the text is printed in a special typeface, the italic sign should be used in braille. Example:

"Who can finish this poem?" she asked. *"I wandered lonely as a cloud/ That floats on high o'er vales and hills,/ When all at once I saw a crowd,/ . . ."*

18.2b Standard poetry format. When transcribing poetry that is printed with each poetic line starting at the left margin, in braille start each line in cell 1 with runover lines starting in cell 3. Example:

Fust come the blackbirds clatt'rin' in tall trees,
An' settlin' things in windy Congresses, —

When poetry shows an indented pattern, braille should follow print. Print poetic lines shown at the farthest left position start in cell 1. The first indented line starts in cell 3. Each further indentation starts two cells to the right. Runovers of *all* lines start two cells to the right of the beginning of the farthest indented line in the entire poem.

A blank line should precede and follow each stanza. Italics are not used in poetry unless they are needed for emphasis or distinction. Example:

Rubáiyát of Omar Kyayyám

*Iram indeed is gone with all his Rose,
And Jamshyd's Sev'n-ring'd Cup where no one knows;
But still a Ruby kindles in the Vine,
And many a Garden by the Water blows.*

*And David's lips are lockt; but in divine
High-piping Pehlevi, with "Wine! Wine! Wine!
Red Wine!"—the Nightingale cries to the Rose
That sallow cheek of hers t' incarnadine.*

[illegible]

When a stanza ends on line 24 or 25 of a braille page, on the next page leave the line

When a poem occurs in the middle of text and there is not room at the bottom of a full page for (1) the title (if any), (2) the blank lines which must precede and follow the poem, and, (3) the first *two complete* poetic lines of the first stanza, the entire poem should

Subsequent stanzas in a poem may be divided between braille pages, but the division should be made so that at least one complete poetic line will appear at the bottom or at the top of the braille page. Do not divide a poetic line between braille pages.

When an ellipsis indicates a missing stanza(s), it should start in cell 1 and be preceded

- Note: Poems with footnotes, irregular indention patterns, unusual spatial arrangements, numbered lines, or containing scansion and/or stress marks should be transcribed according to the rules in Rule 10 of *Braille Formats*.

18.3 Columns [BF Rule 7]

Capitalization and punctuation of items in columns should be the same in braille as they are in print. Italics are used in braille only if they are needed for emphasis or distinction. Columned material is always preceded and followed by a blank line.

When in print every item in a column or list is preceded by a star, a dark dot, or a check mark, in braille these *bullets* are ignored. If only certain items are marked or the columns have headings, see Rule 3, §5 and Rule 7, §1.c of *Braille Formats*.

18.3a Lists (single columns). [*BF* Rule 7, §2.a] When in print items are listed in vertical form, i.e., a single column, they should also be brailled vertically. Each item starts in cell 1 with runover lines starting in cell 3. Example:

You could tell from looking at Dan's gift list that he held stock in a confectionery company:

✓Mother — 1 #chocolate covered maple creams, 1 #peanut brittle

✓ Aunt Elizabeth — 2 # chocolate assortment

✓ Harry - 2 # gum drops

But, he couldn't think of a thing to get Dad.

18.3b Side-by-side columns [*BF* Rule 7, §1.e(2)] When columns are shown side by side on one print page they should be presented in braille in the same manner if possible. Following a blank line, begin the first column at the left margin. Leave two blank cells between the end of the longest item in the first column and the left-hand margin of the next column. (For columns consisting of numbers see *BF* Rule 1, 1e(2)(b).) If necessary, when an entry is too long for a column, runovers are indented two cells to the right of the left-hand margin of the column. Parallel items in each column must begin on the same braille line even though there may be a runover in some lines. Example:

Study the list of botanical and common plant names.

<i>Aster ericoides</i>	Heath Aster
<i>Iris shrevei</i>	Wild Iris or Rainbow
<i>Rosa blanda</i>	Meadow Rose

- Note: Although Latin, contractions are used in scientific names. [X.34.d]

If there are several unrelated columns across a print page, and it is not possible to arrange them in the same way in braille, place as many columns as possible across the braille page with the remaining columns below them. When there is a relationship between the columns, that relationship must be maintained. If there are too many related columns for a braille page, follow Rule 7, §1f(2), and 1f(3) in *Braille Formats*.

18.4 Tables [BF Rule 8]

A table—an orderly arrangement of items in vertical columns and horizontal rows where the information that is given in the row headings is necessary for an understanding of the material in the columns—should be transcribed according to the rules in *Braille Formats*.

When a table will fill one braille page or less, place it on a page by itself, regardless of the amount of unused space on the preceding page. Example:

MONTHLY INDICATORS

Indexed Items	Year Ago	Month Ago	Latest Date
consumer prices, goods and services	283.4	293.1	293.2
producer prices, finished goods	277.9	283.6	283.7
industrial production	142.9	136.9	137.3

This image displays a highly structured dot pattern, characteristic of a data matrix or barcode. The dots are arranged in a grid-like fashion, with varying densities and groupings that likely encode information. The pattern is composed of numerous small black dots on a white background, forming a complex, non-random arrangement.

When preparing the above table you must first determine how many cells in the 40-cell braille line should be allotted for each column. There are four columns in this table—one wide column at the left followed by three narrow columns. Each of the narrow columns will require 6 cells; therefore, 18 cells are needed for the three columns. Next, you must allow at least 2 blank cells between the columns, or 6 cells in all. You now have a total of 24 cells—18 for brailleing the three columns and 6 for spacing between columns. Finally, subtracting 24 from 40 leaves 16 cells to be used for brailleing the first column.

A blank line is left preceding, but not following the title of the table. A row of dots 2-3-5-6, extending across the full width of the page, is used to represent the top heavy horizontal line (known as the top table line), shown in the print table. Dots 1-2-4-5 represent the heavy bottom line (or bottom table line). Do not leave a blank line before the top table line or after the bottom table line.

In braille, a horizontal line (dots 2-5) is used to separate each column heading from the material below. This separation line begins with dot 5 at the left margin of each column, followed by an unspaced series of dots 2-5 extending across the full width of the column.

The column headings and their runovers are left justified above their respective columns. All column headings must *end* on the same braille line.

Note that in the first column it is necessary to use two braille lines for each of the items, and that these runovers are indented two cells to the right of the left-hand margin of the column. Figures in the other three columns are placed on the same line as the *last* line of the first column.

Note also the use of *guide dots* (dot 5) after runovers of two of the items in the first column. These guide dots are very helpful to the reader in following the braille line across from column to column. They should be used whenever four or more blank cells are left after a short item in a column that is followed on the same braille line by entries in other columns. Leave one blank cell before inserting a series of the unspaced guide dots *within* the column. There still must be two blank cells between the end of the guide dots and the beginning of the next column.

18.5 Outlines [BF Rule 7, §3]

When an outline is short (occupying not more than a few print pages), use the following format:

- Begin each main outline division (usually *I*, *II*, etc.) at the margin, with runover lines starting in cell 5.
- Start subdivisions of the first order (usually *A*, *B*, etc.) in cell 3 with runover lines starting in cell 7.
- Indent two cells to the right for the beginning of each lesser subdivision with runover lines also moving two cells to the right. (1/5, 3/7, 5/9, 7/11, etc.)

When transcribing entire texts (such as this manual) or entire sections of texts printed in outline form, follow the rules as set forth in *Braille Formats*.

18.6 Menus

Many agencies have developed their own formats for items that have no set of rules. Following is one suggested method of brailleing a menu.

- Use a forty-cell line. Starting with page one, number each page at the right margin on the first line using arabic numbers.
- Center the fully capitalized name of the restaurant on the first line—or first and second lines if necessary. Use the name, or an abbreviated name if necessary, for the running head on each following page.
- Leave the line following the title blank. If the print menu has a heading such as *breakfast*, *lunch*, or *dinner*, center it on the next line using single capitals. Always leave a blank line before and after a title that is centered.
- Category headings such as *From the Grill* or *Weight Watcher's Specials* should start in cell 5 with runover lines also starting in cell 5. Such "cell 5 headings" should always be preceded by a blank line but never followed by one.
- Braille general information, such as, "All entrees include our home-made bread," in standard paragraph form (3/1).
- Braille the actual menu choices in list format (see §18.3a), starting each item in cell 1 with runovers in cell 3.

- If there are only names of menu items (without descriptions) and prices, the item starts in cell 1 with runovers in cell 3. If the name is followed by a description, start each menu item in cell 1 with runovers in cell 5.
- Place the price at the right margin following the end of the name of the menu item. Insert a line of unspaced guide dots (dot 5) between the end of the menu item and the price. Leave a blank cell before and after the guide dots. If there is not room for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots.
- Descriptions of menu items should start on the line following the price, blocked in cell 3. When a description requires more than one braille line, divide it so that at least six blank cells are left empty at the end of the each line. Do not leave a blank line between a description and the following menu item.
- Place any information related to restaurant service, such as sales tax and charge card acceptance, at the end of the menu.
- For some lengthy menus, a contents page may be helpful.

18.7 Recipes

The most important ingredient in a brailled recipe is accuracy. An error in the baking time can turn a chef's delight into an abysmal failure. Like menus, there are no hard and fast rules for recipes. The following instructions are given *merely as a guideline*.

- If the recipe starts on a new braille page, center the fully capitalized title on line 3 following the running head and a blank line. If the recipe starts in the middle of a braille page, the title is preceded and followed by a blank line. If there is not room on a braille page for the title and at least three listed ingredients, take the recipe to the next page.
- When information, such as the number of servings or preparation time, appears along with the title, in braille this material is placed at the margin with runover lines starting in cell 3. Follow with a blank line.
- If a recipe is divided into several parts that are identified by headings such as *Cake*, *Frosting*, etc., start these headings in cell 5 with runover lines also starting in cell 5. Cell 5 headings should always be preceded by a blank line but never followed by one.
- The ingredients are then brailled in list format (start in cell 1 with runover lines starting in cell 3).
- Do not use abbreviations in braille when they are not used in print. Abbreviations are transcribed as they appear in print with one exception. To avoid confusion between *can* and *cup*, whenever the abbreviation *c* is used for *cup*, the word should be spelled out in braille.
- Braille the directions in paragraph format.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of three poems, an outline, a list of directions, a short story, and a recipe. Do not use the running head LESSON 18 on each page. Instead, each selection (seven in all) should begin on a new page. Fully capitalize and center the title of the item on the first line of the page, followed by a blank line. If a selection has more than one page, use the title as the running head in the usual manner. Number the pages consecutively throughout the exercise. The following source information is included for copyright purposes only and is not to be included in the exercises.

The poem *Recuerdo* is taken from *Poems for Young People* by Edna St. Vincent Millay (New York: Harper and Brothers, 1929). *The Wind* is taken from *A Child's Garden of Verses* by Robert Louis Stevenson (Golden Press, 1951). The outline was adapted from *The People's Choice*, edited by Albert R. Kitzhaber (New York: Holt, Rinehart, and Winston, Inc., 1974).

Recuerdo

We were very tired, we were very merry —
We had gone back and forth all night on the ferry.
It was bare and bright, and smelled like a stable —
But we looked into a fire, we leaned across a table,
We lay on the hill-top underneath the moon;
And the whistles kept blowing, and the dawn came soon.

We were very tired, we were very merry —
We had gone back and forth all night on the ferry;
And you ate an apple, and I ate a pear,
From a dozen of each we had bought somewhere;
And the sky went wan, and the wind came cold,
And the sun rose dripping, a bucketful of gold.

We were very tired, we were very merry —
We had gone back and forth all night on the ferry.
We hailed, "Good morrow, mother!" to a shawl-covered head,
And bought a morning paper, which neither of us read;
And she wept, "God bless you!" for the apples and the pears,
And we gave her all our money but our subway fares.

Edna St. Vincent Millay

The Wind
by Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

BOSTON BOYS

WHAT! you want to hear a story all about the old-time glory,
 When your grandsires fought for freedom against the British crown;
When King George's redcoats mustered all their forces, to be flustered
 By our Yankee raw recruits, from each village and each town;

...

So I tell you now the story all about that old-time glory,
 As my father's father told it long and long ago to me;
How they met and had it out there, what he called their bloodless bout there;
 How he felt. — What! was he there, then? — Why, the *leader*, that was he!

Nora Perry

New School Needed

- I. Structural deterioration of existing Wilson High School building
 - A. Damaged roof covering and rotting roof timbers
 - 1. Three major leaks during last year
 - 2. Dust problem caused by termite damage
 - B. Crumbling stairwells and broken handrails
 - C. Insufficient fireproofing and safety protection
 - 1. Four fires during last year
 - 2. Denial of safety rating by city fire marshal
 - a. Antiquated sprinkler system
 - (1) Not enough outlets
 - (2) Not enough water pressure for sustained operation
 - b. Inadequate electrical wiring
 - c. Insufficient fire-escape routes for current enrollment
- II. Inadequate education plan for current and projected enrollment at WHS
 - A. Shortage of physical space
 - 1. No laboratory facilities for science students
 - 2. Lounges and closet areas currently used for classrooms
 - a. All tenth grade English classes
 - b. Three eleventh grade French classes
 - c. Two twelfth grade hygiene classes
 - 3. No gymnasium or locker-room facilities
 - B. Shortage of equipment
 - 1. No ranges or ovens for home economics students
 - 2. No lights or bleachers on outdoor playing field
 - 3. No spare athletic uniforms
 - C. Shortage of money
 - 1. For new programs
 - a. Cancellation of planned state workshop in teacher education
 - b. Curtailment of new art program
 - (1) No money for supplies for sculpture students
 - (2) No money for demonstration lectures by local artists
 - 2. For teachers
 - a. No money for much-needed additional general science teacher
 - b. No salary raises for WHS teachers in three years

CPR

Cardiopulmonary resuscitation (CPR) is one of the most important of all emergency medical procedures. If a person's heart and breathing have stopped, CPR is essential to maintain circulation and avoid brain damage, which usually begins in 4 to 6 minutes after cardiopulmonary arrest.

- *Make sure the person is truly unconscious.* Shout and tap victim on chest, or shake shoulders gently.
- *Call for help.*
- *Position the victim for CPR.* Place victim flat on back on firm surface.
- *Open the airway.* Place one of your palms across the victim's forehead. Using your other hand, lift the chin up and forward. At the same time, gently push down on the forehead. The chin should be lifted so that the teeth are brought almost together but the mouth is slightly open.
- *Check for breathing.* Place your cheek next to the victim's nose and mouth to feel air being expelled. If there are no signs of breathing, reposition the victim as described in the step above.
- *Begin mouth-to-mouth breathing.* Pinch victim's nostrils together. Take a deep breath and place your open mouth completely over the victim's mouth. Exhale completely into the person's mouth. Repeat 4 times.
- *Check for pulse.* Put two fingers into the groove between the Adam's apple and the neck muscle on the side next to you. Keep trying for 5 or 10 seconds.

If there is no pulse, begin chest compressions. The effect of the compressions is to squeeze the heart between the breastbone and the backbone.

- Kneel next to victim's chest.
- Place your hands, one hand over the other, at tip of victim's breastbone.
- Lock your elbows, shift your weight forward. Bear down on victim's chest, compressing in 1.5 to 2 inches.
- Compress for a half a second. Relax for half second. Compress. Relax. As you compress and relax, count "1 and 2 and 3 and 4 and 5."
- Do 15 compressions by counting to 5 three times.
- Stop compressions. Pinch nostrils, administer 2 strong breaths into victim's mouth.
- Resume compressions — do 15 more.
- Do 4 cycles of compressions and mouth-to-mouth breathing.
- Check for pulse and breathing.
- Continue until help arrives or victim revives.

THE FRIDAY POETRY GROUP

Once a week for the past thirteen years the six members of *The Friday Poetry Group* had met in the back room of Harriet Fisher's Gift Shop. Harriet fancied herself a patron of the arts and made sure that all of the ladies of her church committee and sewing circle were aware of her generosity.

The members were all enthusiastic poetry readers and hopeful poetry writers. Each week the group would gather to discuss a new book of poems, and one member would recite an original verse. Their sessions always ended with a "group reading." They usually chose an old and cherished classic that they would read aloud, each person reading a stanza.

This evening the group had agreed to read John Townsend Trowbridge's *Story of the "Barefoot Boy."* Old Mr. Reeves took the first stanza, coughing and clearing his throat before reciting in a deep resonant voice, "On Haverhill's pleasant hills there played,/ Some sixty years ago,/ In turned-up trousers, tattered hat,/ Patches and freckles, and all that,/ The Barefoot Boy we know."

When Lillian Sweeny started to read the second stanza her face got very red and her voice quivered. As much as she loved poetry, she hated to speak in public. "He roamed his berry-fields content;/ But while, from bush and brier/ The nimble feet got many a scratch,/ His wit, beneath its homely thatch,/ Aspired to something higher."

Harriet, somewhat disgruntled at having never been asked to join the group, hovered quietly on the other side of the door.

[Braille the following recipe according to the suggested guidelines given in section 18.7. Remember that these are only guidelines, not Code rules. Other agencies may use a different format.]

Pecan Chicken Salad

serves 8

3 lbs. chicken breasts	½ cup chopped green onions
3 cups chicken broth (approx.)	1½ cups sour cream
1 lb. seedless green grapes	1½ cups low fat mayonnaise
1½ cups pecan halves	½ teas. salt
1 cup diced celery	½ teas. pepper
½ cup chopped fresh dill	lettuce

Preheat oven to 350°F. Arrange the chicken pieces in a single layer in a 9"x13"x2" pan. Bring the chicken broth to a boil. Pour broth into pan so the chicken is just covered. Cover with foil and bake until cooked through, about 30 minutes. Cool and discard broth.

Shred chicken into bite-size pieces. Combine chicken, grapes, pecans, celery, dill, and onions.

In a separate bowl, combine the sour cream, mayonnaise, salt and pepper. Mix into chicken mixture. Chill, covered, for at least 2 hours before serving. Serve on a bed of lettuce.

Lesson 19

Literary Braille Book Format

Note: In anticipation of rule changes, the BANA board of directors has granted permission for preliminary pages to be prepared according to the rules as set forth in *Braille Formats: Principles of Print to Braille Transcription*. As a consequence, the rules in this lesson, with the exception of the pagination style, follow those of *Braille Formats* rather than *EBAE*.

19.1 Format in General

The layout of a braille book should follow that of the print book as closely as possible.

19.1a Illustrations, maps, pictures, and diagrams. [BF Rule 17, §1.g] It is often necessary to omit illustrations and diagrams and the references to them in a braille transcription. If a braille book is not an exact duplication of the print book, a general statement regarding omissions or additions should be placed on the transcriber's notes page (see §19.2e). The omission of pictures on the front of a book or other pictures not related to the text need not be noted.

19.1b Captions. [BF Rule 17, §2.a] Captions that provide information not given elsewhere in the text should be incorporated, at an appropriate point, into the braille text. Starting in cell 7, braille the relevant word (Map, Picture, etc.) followed by a colon. Following on the same line, copy the caption. Runover lines should start in cell 5. Do not leave a blank line before or after the caption.

19.1c Headings. [BF Rule 4] Nearly all print headings, whether titles of books, chapters, sections, or subsections are formatted in braille as *centered* or *cell-5* headings. Print capitalization should be followed for headings. With the exception of paragraph headings (see §19.1c(3)) italics are used in braille headings only if they are necessary to show emphasis or distinction. Do not confuse rules for headings with those for running heads (see §19.1d).

19.1c(1) Centered headings. As a general rule, centered headings are used in braille to represent the major section headings, such as titles of parts of a book and of chapters. Just as its name implies, a centered heading is centered on one or more lines, *preceded and followed by a blank line*. Leave a minimum of three blank cells at the beginning and at the end of each line of a centered heading. When a centered heading starts a new braille page, a blank line is left between it and the running head. (For the format of chapter titles see §19.6.)

19.1c(2) Cell-5 headings. When a book uses major headings and subheadings, the major headings are centered and the subheadings are brailled starting in cell 5 with runover lines also starting in cell 5. A cell-5 heading should be *preceded by a blank line, but not followed by one*. Like a centered heading, when a cell-5 heading starts a new braille page, a blank line is left between it and the running head.

19.1c(3) Paragraph headings. Paragraph headings are words at the beginning of a paragraph—which are in full capitals or in a typeface different from the continuing text—that serve to highlight the important issue of the paragraph. Such headings are italicized in braille and print capitalization is followed. Do not confuse paragraph headings with purely stylistic letters at the beginning of a chapter or unit, which are not italicized in braille (see §2.2).

19.1d Running head. [BF Rule 1, §12.b] The Library of Congress and many other agencies require that the title of the book (or a portion of it) be placed at the top of the page as a *running head* for convenience in collating braille books. When required, the running head must appear consistently on all braille pages of the transcription with two exceptions. The fully capitalized title, rather than a portion of it, is used: (1) on the title page (§19.2b(4)) and, (2) on the first page of text (§19.3b) in each volume. If the book being transcribed is part of a series, use the title of the book, not the title of the series, for the running head.

Only one braille line is used for the centered running head. After centering, there must be at least three blank cells left at the beginning of the line and between the end of the running head and the page number. When counting the number of cells available for the running head, consideration must be given to the number of cells that will be occupied by the longest page number in the entire book. It is preferred that the full, capitalized book title be used as the running head. If this takes up too much room, observe the following in the order given:

- Capitalize only the first letter of the first word and the first letter of principal words in the title. For example, the title *GARDEN ISLANDS OF THE GREAT EAST* cannot be brailled in full capitals and still leave the required margins, but it will fit as *Garden Islands of the Great East*.
- Condense the title by omitting minor words or by abbreviating longer words. The title *THE CASE OF THE HESITANT HOSTESS* cannot be brailled either in full capitals or with just the major words capitalized and still leave the required margins and room for a typical braille page number; therefore, it should be condensed to *THE HESITANT HOSTESS*. If space permits, use full capitals for a condensed running head.

Do not leave a blank line between a running head and the continuation of text unless a break in context occurs at this point. A blank line is always left between a running head and a centered heading (such as a chapter title) or cell-5 heading.

When an agency chooses not to use a running head, the text continues on line 1 leaving room for three blank cells and the page number at the far right.

• *Note: All of the instructions in this lesson are written with the assumption that a running head will be used—as it must be for the certification manuscript.*

19.1e Blank lines and breaks in text. [*BF* Rule 1, §16.c] Only one blank line is left in braille when in print one or more blank lines are used to indicate a break in thought or a change of time or place. If, in braille, there is not room on the page for such a blank line and one line of continuing text, leave line 25 blank. On the next page, start the text on line 3—leaving the line following the running head blank.

If a series of dots, stars, or other symbols, is used in print to indicate a break in text, these symbols should be represented in braille by three asterisks separated from each other by a blank cell and centered on the braille line. Do not leave a blank line either before or after the line containing the series of asterisks. Do not list asterisks used for this purpose on the special symbols page (see §19.2*d*). If a line containing such asterisks occurs on line 25 of the braille page, it is not necessary to leave a blank line at the top of the next page.

Quoted or displayed matter, such as letters, stanzas of a poem, etc., are always preceded and followed by one blank line. If such matter ends on line 24 or 25 of the braille page, on the next page leave the line following the running head blank.

A blank line is always left in braille before a centered or cell-5 heading. When there is not room at the bottom of a braille page for such a heading with the appropriate blank lines and at least one line of braille text, the heading is taken to the next page where it is placed on line 3 (following the running head and a blank line).

19.2 Preliminary Pages [*BF* Rule 2]

For the purposes of braille the following items are considered preliminary pages and are given special page numbers (see §19.2*a* below). These items are always placed first in a braille volume, and always in the following order:

- title page
- dedication (in volume 1 only)
- special symbols page (if needed)
- transcriber's notes page (if needed)
- table of contents (if any)
- cover/jacket material (if any)

Braille only what appears in print. Do not create a contents page, for example, if there isn't one in print. Other front matter that may be included in the braille preliminary pages is discussed in §19.2(i).

Braille preliminary pages are followed by text pages, which will be studied in §19.3. A summary to help determine the order of preliminary pages and text pages is located in §19.4.

19.2a Page numbering of preliminary pages. When using *literary-style* pagination (see §17.7a), as required in Exercise 19 and the trial manuscript, the numbers on the print pages are ignored. Braille preliminary pages are numbered consecutively. The braille page number is placed at the end of line 1—each number preceded by the letter *p* without the letter sign. Therefore, in every volume the title page will always be numbered *p1*.

(⠠⠠⠠⠠⠠⠠)

• Note: For future reference, when, after certification, material is transcribed using textbook-style pagination (see §17.7b), instructions for preliminary page preparation as stated in Rule 2 of *Braille Formats* should be carefully studied. The transcriber should be aware that when using textbook pagination, (1) every page must be accounted for—even blank ones, (2) braille preliminary pages do not reflect the print page numbers; they carry only the running braille page number (placed at the end of line 25—each preceded by the letter *p* without the letter sign), (3) all authors, with their degrees and affiliations, and all copyright owners and dates are included on the title page. This requirement often necessitates a *supplemental title page* (see *BF* Rule 2, §3), (4) inclusive preliminary and text braille page numbers, and inclusive print page numbers (both roman and arabic) are listed on the title page, and, (5) the page numbers on the contents page reflect the *print* page numbers.

19.2b Title page. Information for a braille title page is gleaned from the print title page and the page that is usually on the back of the title page that contains cataloging, copyright, and other publication data. Most braille books will consist of more than one volume. *Every volume must have a title page.* The order and form of presenting the information needed for a title page may vary with the particular publisher, library, or transcribing group. The Library of Congress requires that the certification manuscript be brailled using literary-style pagination and that the title page contain the following information listed in the following order:

- the book title (fully capitalized)
- subtitle and/or series name (if any)
- author (fully capitalized)
- publisher with first or principal address, city and state only (if given)
- copyright and reproduction notices
- ISBN
- year of braille transcription
- name of transcriber, organization affiliation and address (city and state only)
- total number of braille volumes (in arabic numbers)
- number of the particular volume (in arabic numbers)
- inclusive braille pages (both preliminary and text)

Usually all of the above mentioned items can be listed on one braille page. Following are two model title pages, formatted as they should appear in braille, that illustrate the form *required by the Library of Congress for trial manuscripts*; other agencies may have different requirements. The first example shows a book with a subtitle and a series name, three authors, the word *by* before the authors' names because it appears in print, a copyright holder different from the publisher, and is in ten volumes—thus requiring many more lines than the second example. If there is more information than can fit on one page, the rules as stated in *Braille Formats* Rule 2, §3 must be followed.

CROSSING OVER TO THE
GOLDEN LAND—CALIFORNIA p1
Traversing the Donner Pass
New World Series

By
BRET WOLTHAN
SUSAN FIELDS
GEORGE STIENMETZ

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Melbourn and Trimble, Inc., New York
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New York, NY
In 10 Volumes
Volume 2
Braille pages p1-p3 and 83-164

TIME OF TERROR p1

STEVEN LOGAN

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John H. Townsend & Sons, Inc.
Fredericksville, Ohio
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Steven Logan
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Transcribed, 1996
By
Harry Hiram
Volunteer Braille Services
New York, New York

In One Volume
Braille pages p1-p6 and 1-79

[The brailled versions of these two title pages can be found at the back of *Drills Reproduced in Braille*.]

19.2b(1) Centering lines (title page). The Library of Congress requires that each line be centered on the title page of the certification manuscript. Other agencies may ask that all items on a title page start at the left margin. When centering, if any line fills an odd number of cells, the extra cell should be left on the left side, thus making more room for a long title and the page number. With the exception of the first line, all the cells on a line may be used if necessary.

19.2b(2) Blank lines (title page). Ideally, the items on a title page should be grouped into the following units with a blank line between each:

- 1) title, subtitle, series name
- 2) author's name
- 3) publisher, copyright information, ISBN
- 4) embossing date, transcriber's name, group affiliation and its address
- 5) volume number and page numbers

The title of the book is always listed on line 1 and the page numbers on line 25. If there is not enough information to fill out the page in this way, with one blank line between groupings, place the word *By* on the line above the transcriber's name. If necessary two blank lines may be left between groupings, starting at the bottom of the

page. In other words, if you had five extra lines, you would leave one blank line between groups 1 and 2, 2 and 3, 3 and 4, and 2 blank lines between groups 4 and 5.

When there is more information than will allow for blank lines between each of the groupings mentioned above, condense the information by placing the word *by* on the same line as the date of the transcription. Another line can be saved, if space permits, by combining the publisher's information (see §19.2b(6) below). If even more lines are needed, some of the blank lines that separate the groupings may be deleted, starting at the bottom of the page.

All lines on a title page may be utilized *except* there must be a blank line left between the title (and subtitle if there is one) and the author's name, and a blank line between the author's name and the following publishing information.

When books (usually textbooks) have more authors or editors than can fit on one title page, follow the rules in *Braille Formats* (Rule 2, §3) for formatting a supplemental title page.

19.2b(3) Capitalization (title page). Only the title (not the subtitle) and the author's name are brailled in full capitals. To fully capitalize compound names, such as McMillian, see §2.1.

19.2b(4) Title and subtitle (title page). The title and subtitle should be brailled as they appear on the print title page with the title, but not the subtitle, in full capitals. If a title is too long to fit on the first line of the braille page, it should be divided, as evenly as possible, between two or more lines. Make the division at a logical point in the title; do not divide words in a title between lines. If the book is one of a series, the series name is placed on the line immediately following the title, or subtitle, in single capitals.

19.2b(5) Authors (title page). If a book has two or more authors, the name of each author should be brailled in full capitals on consecutive lines. If a title page is very full, authors' names can be joined by the word *and* and placed on the same line. If space will not permit the listing of all the authors on the title page, see *BF* Rule 2, §3. Even if a book is an autobiography, the name of the author is placed on the title page. The word *by* before the author's name is used in braille only if it appears in print.

19.2b(6) Publishers (title page). The name of the publisher followed by the first or principal address, city and state (if given) only, should appear on a braille title page, preceded by the words **Published by**. If space permits, all of this information may be placed on one line. Example:

Published by Random House, Inc., New York

19.2b(7) Permission from publishers (title page). Permission to transcribe a book into braille is not required from the publisher or copyright holder as long as the transcriber is working under the auspices of an "authorized entity." An authorized entity is any nonprofit organization or governmental agency having a primary mission to provide specialized services to persons with visual impairments. When permission is not sought, the following statement must appear on the braille title page following the copyright information: **Further reproduction or distribution in other than a specialized**

format is prohibited. This statement must appear on the title page of the trial manuscript since students enrolled in this course are working under the auspices of the National Library Service. Further information on copyright and reproduction notices can be found in *Braille Formats*, Rule 2, §2c(5).

19.2b(8) Copyright (title page). For books, other than textbooks, prepared using literary-style pagination, only the latest copyright date is listed on the title page. If the date is printed in roman numerals, it should be brailled in arabic numbers. If there is no copyright date, substitute the word *Printed* for *Copyright*, followed by the latest printing date.

The copyright holder is always given on the title page—even when the publisher holds the copyright. Ignore expressions of reservation of rights such as *All rights reserved*.

19.2b(9) ISBN (title page). When shown in print, the ISBN (International Standard Book Number), the SBN (Standard Book Number), or the ISSN (International Standard Serial Number) is placed on the line immediately following the copyright and reproduction notices. Follow print punctuation.

19.2b(10) Transcriber's group affiliation (title page). The year the transcription was completed and the transcriber's name is followed by the name of the group (along with its city and state) for whom the transcriber works or from whom the transcriber received the braille assignment. Only the transcriber's city and state are listed if there is no group affiliation.

19.2b(11) State abbreviations (title page). Follow print for the publisher's state (if given) whether abbreviated or spelled out. Spell out or use the same kind of abbreviation (two-letter or standard dictionary) for the name of the state of the sponsoring agency and/or the transcriber, and use the two-letter abbreviation when no state is given for the publisher.

19.2b(12) Volume and page numbers (title page). Arabic numbers are used to indicate the number of a particular volume and the number of volumes in the book. When a book consists of only one braille volume, the number of the volume is not given; instead, just the words **In One Volume** are used.

The numbers of the braille pages contained in the volume are brailled on the last line of the page, preceded by the words **Braille pages**. The numbers of the preliminary pages, each preceded by the letter *p* without the letter sign, are followed by the arabic numbered pages. Of course, these page numbers cannot be filled in until the volume is completed and the page numbers known.

19.2c Dedication page. If the print text includes a dedication, it should be centered vertically on a new braille page in the *first volume only*. The lines may be centered, indented as a paragraph, or blocked at the left margin in accordance with print placement. Do not braille the word *Dedication* as a title if it is not shown in print. Ignore special typefaces unless needed for emphasis or distinction.

19.2d Special symbols page. Certain symbols are listed on a special symbols page that is placed, following the title page and dedication (if there is one), *in every braille volume in which they are found*. If the following braille symbols are used in a volume and not explained in a transcriber's note adjacent to the symbol, they must be listed on a special symbols page:

- Signs used in foreign words and phrases such as: *the accent sign, Spanish punctuation marks, non-Latin letter indicator, the letter sign used with non-Latin alphabets, and special signs for accented letters*
- *asterisk*
- *ditto mark*
- *page number repetition or omission symbols*
- *symbols used for poetic scansion*
- *pronunciation symbols*
- *print symbol indicator*
- *termination sign*
- *transcriber's note symbol* (only when the termination sign is used in the same volume)
- *symbols from other codes such as Computer Braille Code symbols used in electronic addresses*
- *any symbols especially devised or assigned special usage by the transcriber*

Follow these steps when preparing a special symbols page:

- Begin a new braille page and center the heading **SPECIAL SYMBOLS USED IN THIS VOLUME** on lines 3 and 4, followed by a blank line.
- If more than one page is required, start a second page with the heading **SPECIAL SYMBOLS (cont.)** centered on line 2 without a blank line following.
- List the symbols in the order found in that volume.
- When symbols fall into categories, group them together under an appropriate cell-5 heading and place them first on the page. Miscellaneous symbols are then grouped together under the heading **Other Symbols**. Note that this differs from the brailled version of a special symbols page in Appendix A of *EBAE*, where the category "Greek" is listed after the other symbols.
- Using the list format, begin each symbol in cell 1 followed by its meaning according to the wording in the text. If the text does not explain a symbol, give its name. All runover lines begin in cell 3.
- When a listed symbol contains only right-hand or lower-cell dots (such as the accent sign or termination sign) enclose the dot numbers in parentheses following the symbol and a space.

19.2e Transcriber's notes page. Whenever a special braille format or usage is required *throughout an entire work*, rather than interrupting the text with many transcriber's notes, a notation is made on a transcriber's notes page. This page is placed at the beginning of *each braille volume* following the special symbols page, if there is one.

Some situations that might be mentioned on a transcriber's notes page are a notice of the omission of maps or illustrations, or the explanation of the rearrangement of the print

format in order to provide a clearer presentation of recipes or puzzles. If only some maps, charts, etc., are omitted from the braille version, the omissions are noted in a transcriber's note at the appropriate point in the text.

Follow these steps to prepare a transcriber's notes page:

- Beginning on a new braille page, center the heading **TRANSCRIBER'S NOTES** on line 3.
- Leave one blank line.
- List the notes in paragraph format, each one starting in cell 3 with runover lines starting in cell 1. Do not use transcriber's note symbols to enclose notes on a transcriber's notes page.

19.2f Contents page. When the print book has a contents page, the entire table of contents is placed at the beginning of the first braille volume only. Each subsequent volume then includes only that portion of the print contents that is contained in that particular volume.

When using *literary-style pagination*, substitute the appropriate braille page number for the page number shown in the print table of contents. Thus, the transcriber will have to wait until the transcription is complete to fill in the page numbers.

Do not create a contents page for a book that does not have one. Do not add items to the contents page that do not appear in print.

Follow print for capitalization and roman or arabic numerals. Do not use italics except where needed for emphasis or distinction. Use normal line spacing, even if the print table of contents is double-spaced.

When the print contents page includes maps, diagrams, etc., that have not been included in the braille edition, omit them from the braille contents page. These omissions must be noted, in the form of a transcriber's note, at the end of the entire contents in the first volume.

If material that is mentioned on the print contents page has been rearranged in the braille text, the braille table of contents must reflect the new arrangement. For contents pages that have a very complex format, consult Rule 2, §7 in *Braille Formats*.

Following is a typical contents page.

Contents

FOREWORD	iii
PREFACE	vi
<i>I. Where Am I?</i>	3
<i>II. Is This Really Kansas?</i>	22
<i>III. The Last Great Days On the Prairie</i>	48
<i>IV. Never Again!</i>	74
<i>Author's Note</i>	122

19.2f(1) Contents page for the first volume of a multivolume braille edition. Following is the same contents page as it would appear in braille in the first braille volume. Note that braille page numbers have been substituted for print page numbers. (Instructions for proper volume division are in §19.7.)

[illegible]

- Line 1. Running head
- Line 2. Blank
- Line 3. The heading **Contents** is centered and follows print capitalization. Print should be followed if a different heading, such as *Table of Contents*, is used. Do not add a heading if one is not shown in print.
- Line 4. Blank

- Line 5. Center **Volume 1**. (When a braille edition consists of only one volume, eliminate this line.) Throughout the rest of the table of contents, leave a blank line before the volume number, but not after it.
- Line 6. Place the word **Page** at the right margin. If print includes the single word *Chapter*, *Essays*, *Stories*, or a similar heading, above the chapter numbers and/or names, that heading should be placed at the left margin on the same line. If no such heading occurs in print, do not add one in braille.
- Line 7. Begin listing the content items (follow print) at the left margin with the braille page numbers placed at the right margin, regardless of print placement. A line of unspaced *guide dots* (dot 5) is inserted between the last word of the heading and the page number. Leave one blank cell between the end of the heading and the beginning of the guide dots and one blank cell at the end of the guide dots, before the number.

When material prior to the beginning of the story or following the story, such as a preface or author's note, is included on the contents page, these items are listed at the margin like all other items—regardless of print placement. Ignore any special typefaces. Leave a blank line between them and the other contents.

If there is not room between the chapter title and the page number for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots (see line 16). If there is not room for one blank cell between the end of the title and the page number, the title must be continued on the following line(s).

When a chapter heading takes more than one line, the runover lines are blocked in cell 3. The page number and guide dots (if used) are placed at the end of the line on which the heading ends. There should be at least six blank cells at the end of every line that does not end in a page number.

When one or more chapter headings are followed by subheadings, all chapter headings start in cell 1 with runover lines starting in cell 5. The subheadings start in cell 3 with runover lines in cell 7.

If it is necessary to end a volume within a chapter, on the contents page in the next volume repeat the continuing chapter heading followed by the word **(cont.)**.

If more than one braille page is required for the contents in any braille volume, do not repeat any of the headings (such as *Chapter*, *Page*, or volume number) that were used on the first page. Do not leave a blank line between the running head and the continuing contents items.

19.2f(2) Contents page for succeeding volumes. The volume number is not included on this page.

- Line 1. Same as first page above.
- Line 2. Same as first page above.
- Line 3. Same as first page above.
- Line 4. Same as line 6, first page above.
- Line 5. Same as line 13, first page above, for Volume 2.
Same as lines 16 - 18, first page above, for Volume 3.
Same as lines 21 - 23, first page above, for Volume 4.
Same as lines 4 - 6, second page above, for Volume 5.

19.2g Cover/jacket material. Material found on the back of the dust jacket, on the jacket flaps, or on the inside of the book cover, may include, among other things, a summary of the story, a biographical sketch of the author, or a family genealogy. These should all be included in the preliminary pages of the *first volume only*. If these items are short, they may be placed on the same braille page separated by a blank line. If any one of them would take up more than half a braille page, it should be started on a new braille page.

When a summary of the story has no print heading, start it on a new braille page and center the heading **STORY SUMMARY** on line 3. It is recognized that this practice does not follow print format. However, because of the summary's location in the braille volume, without a heading the braille reader might reasonably assume that it is the beginning of the story.

Direct quotations from the body of the story, whether on the cover or inside the front of the book should be ignored, as well as any material meant only to be visually attractive.

19.2h Other front matter. The preliminary items listed in §19.2 are always placed first in the braille volume in the order prescribed. Following them are other items from the front matter that will also be given preliminary page numbers, such as a list of other books by the author, listed reviews by other authors, a disclaimer, acknowledgments of borrowed material, an epigraph or poetry, etc. They are placed following the cover/jacket material *in the order in which they occur in the book*. Front matter items that consist of narrative text, such as a preface, prologue, foreword, author's notes, or introduction, are considered "text" and are described in §19.3.

19.2h(1) Other books by the author. Other books by the author should be brailled on a new braille page in list format and placed in the *first volume only*.

19.2h(2) Accolades and reviews by other authors, newspapers, or journals. Accolades (see §17.5c) and short reviews of the book are brailled in paragraph format with a blank line between each and placed in the *first volume only*.

If more than three braille pages will be needed to braille all of the reviews, it is suggested that they be placed at the end of the last volume. In this case the running braille page numbers are continued to the end of the volume and the words **THE END** are placed at the end of the last page of the last volume (see §19.9). When such comments are relocated to the end of the last volume, this rearrangement must be noted on the transcriber's notes page.

Braille only the comments about the book being transcribed—ignore advertisements for other books.

19.2h(3) Disclaimer. If a book contains a statement that the characters and/or places in the story are purely fictional, this statement is included in the braille version, in the *first volume only*. If there is room, the disclaimer can be placed on the same page as the cover/jacket material or the reviews, separated from them by a blank line.

19.2h(4) Acknowledgment of materials borrowed. [*BF* Rule 1, §18a(2)] When material is included in the braille version that has been borrowed from another source (such as song lyrics or poetry), and the publisher credits the source, then it is also credited in braille. When such publisher's acknowledgments are listed with page numbers in the table of contents, follow print. If they are placed in the front or back of a book and are not listed in the table of contents, they are placed on a new braille page at the end of the last braille volume. Those acknowledgments that refer to maps, pictures, and other materials that have been omitted from the braille transcription should not be mentioned.

Do not confuse acknowledgments of borrowed materials with an author's personal words of thanks, which are also often entitled *Acknowledgments* (see §19.3c).

19.2h(5) Poetry and epigraphs. When in print such items are included in the front matter and shown on a page by themselves, each one should begin a new braille page and be placed in the *first volume only*. Poetry should be brailled according to the rules in §18.2 and centered vertically on the page whenever possible.

An *epigraph* is a short introductory statement, often a quotation or motto placed at the beginning of a book, a book unit, or chapter. When an epigraph is printed on a page by itself, it should be transcribed in the same manner as a dedication. Retain quotation marks if shown in print but do not use italics unless needed for emphasis or distinction. For epigraphs at the beginning of each chapter see §19.5.

Poetry, epigraphs, quotations, and the like should be paginated as a preliminary page if they fall before the table of contents or before the beginning of text pages (see below). If they occur after the beginning of the text pages, they are paginated as text pages.

19.3 Text Pages [*BF* Rule 1, §14.b, Rule 2, §1]

Preliminary pages, numbered as "p" pages, must come first in a braille volume. Text pages, with arabic numbering, follow. They start with the first page upon which narrative text is found. This may be a preface, introduction, foreword, author's note, etc.

A summary to help determine the order of preliminary pages and text pages is located in §19.4

19.3a Page numbering of text pages. In literary-style pagination, arabic numbering starts on the first page of text and continues throughout all volumes, including any end matter such as an epilogue or information about the author. Therefore, in the first volume following the preliminary pages, the first page of text will be numbered arabic 1 (⠠⠑⠑⠑) placed at the end of line 1.

19.3b First page of text. Following the braille preliminary pages, the text pages are brailled *in the order in which they appear in print*. So, the first page of text may be the first page of an introduction, acknowledgments, a preface—or it might be the first page of the first chapter. If there is both an introduction and a preface, for instance, braille them in the print order. There is one exception to this rule: if a narrative piece, such as

a preface, comes before a table of contents in print, in braille place the preface following the table of contents, but do not add to or change the print list of contents. When the arrangement of material at the beginning of a book is changed from the print copy, it must be noted on a transcriber's notes page in the *first volume only*.

There are only two pages in a braille volume that do not carry a running head—the title page and the first page of text.

In every braille volume, instead of a running head on the first page of text, place the *complete* book title, subtitle (if any), and series name (if any). The unabbreviated book title is brailled in full capitals and centered on the first line or lines. If the book has a subtitle, it is placed on the next line with only the first letter of the first word and other principal words capitalized. Leave at least three blank cells at the beginning and end of each line, and at least three blank cells between the end of the first line and the page number. Leave a blank line between the complete title and any heading or the text that follows.

19.3c Preface, foreword, prologue, introduction, author's personal acknowledgments.

When such items are shown in print, each one should begin a new braille page and should be placed in the *first volume only*. If there is a heading in print, in braille it is centered and print capitalization is followed. Ignore special typefaces in headings unless needed for emphasis or distinction.

19.4 Summary: Order of Preliminary and Text Pages

To determine the order of braille preliminary and text pages follow these steps:

- Look carefully at all of the print pages that precede the start of the first chapter and determine which should be considered the beginning of "text" pages in braille. (See §19.3b)
- Note which of the items in the list in §19.2 are pertinent to your book and list them on a sheet of paper in the order prescribed.
- Note all other print preliminary pages (see §19.2h) prior to the beginning of text (if any), and continue listing each of those in the order in which they appear in the print book.
- If a narrative piece, such as a preface, is located before a table of contents, transpose the two, but do not add to or change the contents page. The preface then becomes the first page of text. Only narrative pieces preceding the table of contents should be moved. The order and format of the braille version should be as close to the print copy as possible.
- Consecutively number all items that follow the beginning of text in arabic numbers, including poetry, epigraphs, etc.
- Ignore print pages that simply repeat the title.

19.5 Book Broken into Units

Whenever print uses an entire page for a unit heading (such as *Part I*), this page should be omitted in braille. Such a heading should be centered and separated by a blank line from other headings or text that precede and/or follow it. Follow print capitalization. Ignore

special typefaces when an entire heading is printed in italics or small capitals. Use italics for a word, or words, within a heading that is emphasized or foreign.

If an epigraph is printed on the same page as a unit or chapter title, place it before or after the title, as it appears in print, preceded and followed by a blank line. Use normal margins and follow print for paragraph indentions. Retain quotation marks if shown in print but do not use italics unless needed for emphasis or distinction.

19.6 Chapter Titles

Chapter titles are treated as centered headings. Follow print for capitalization and roman or arabic numerals. Use italics only for emphasis or distinction, such as for an italicized foreign word within the title.

A long heading should be divided and brailled, centered, on consecutive lines. At least three blank cells must be left at the beginning and ending of each line. If a chapter heading consists of both a number and a title, both should be placed on one braille line if space permits. When placed on one line, the chapter number comes first followed by a space and the title—regardless of print placement. Formatting must be consistent throughout a book. If any chapter title in a book is too long to be placed on the same line with the chapter number, then all chapters should have the chapter number centered on one line and the chapter title centered on the next.

When a chapter ends in the middle of a braille page, the next chapter should start on that same page as long as there is room for the chapter heading with its preceding and following blank lines and *at least one line* of braille text. When a new chapter starts at the top of a braille page, a blank line is left between the running head and the chapter heading.

When a braille volume ends in the middle of a chapter, the first page of text in the following volume should carry the chapter heading followed by the word **(cont.)**.

Example:

[Assume that this is the first page of text, and that in print "Part I" is on a page by itself.]

PART I

RAW WINDS AND UNSTEADY SEAS

The Story of Marvin Steele

Chapter 1

THE JOURNEY HOME

*"Home is the place where when you have
to go there They have to take you in."*

Marvin Steele was a man much like his name, hard, cunning, crafty when dealing with others. Still it was to this place that he returned. . . .

19.9 End-of-Volume and End-of-Book Indication

The Library of Congress requires an end-of-volume indication on the certification manuscript. Other agencies may not have this requirement.

Indication of the volume ending should appear on the last page of the volume whether that page contains text, an author's notes, index, or any other material. The words **END OF VOLUME** followed by the appropriate volume number (such as END OF VOLUME 4) are centered below the last line of braille on the last page of each volume except the final one. In the final volume, only the words **THE END** are used.

Whenever possible, one blank line should precede the end-of-volume indication. However, if a volume ends on line 24 of the page, line 25 should be used for this purpose. When a volume ends on line 25, the end-of-volume indicator may be placed on that line so long as there is room for three blank cells between the end of the text and the end-of-volume indicator. If this is not possible, the last line of braille text must be carried over to another page.

EXERCISE

Prepare the following material for submission to the instructor. It consists of the title page, contents and other preliminary pages, as well as a portion of text from *In the Shadow of a Rainbow* by Robert Franklin Leslie (New York: Norton & Co., Inc., 1974).

Transcribe this material using a 40-cell braille line and a running head appropriate for this book (not LESSON 19). *Use literary-style pagination.*

When preparing the title page, assume that this book will consist of four volumes, and that Volume 1 will end with braille page 74.

A special symbols page will be required for this transcription. There is no need for a transcriber's notes page.

On the braille contents page, under Volume 1, you will only be able to list braille page numbers for the author's note and the first chapter. Therefore, following Chapter 1, instead of braille Volume 2, use the heading **Following Volumes**. Then list the remaining chapters. Use guide dots following the chapter names but leave the place for the page numbers blank.

You can tell by the print page numbers on the table of contents page that the braille page numbers will require three digits and you should choose the running head accordingly.

Since this is only a portion of a book, do not use an end-of-volume or end-of-book indicator on the last page.

When it is not possible to determine the correct syllabification of a proper name in a dictionary or other source, it is often possible to find the word divided in the print text. If the entire print book *In the Shadow of a Rainbow* were available, it would be obvious to the student that later in the text the name *Babine* is divided Ba-bine, *Nakinilerak* is divided Na-kin-i-ler-ak, and *Náhani* is Ná-ha-ni.

In the Shadow of a Rainbow

*In
the Shadow
of a Rainbow*

*The True Story of a
Friendship Between
Man and Wolf*

*by
Robert Franklin Leslie*

*W. W. NORTON & COMPANY, INC.
New York*

By Robert Franklin Leslie:

READ THE WILD WATER

HIGH TRAILS WEST

THE BEARS AND I

WILD PETS

For younger readers:

WILD BURRO RESCUE

WILD COURAGE

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1 2 3 4 5 6 7 8 9 0

To
my good friend
Gregory Tah-Kloma,
wolf-man of the Kitiwanga

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Author's Note

Late one afternoon in the summer of 1970, a young Indian beached his canoe near my Babine Lake campsite in the backwoods of British Columbia. Clad only in shorts, he was tall and muscular, and wore his hair shoulder length. The young man introduced himself as Gregory Tah-Kloma, and told me he was a Chimmesyan of the Tsimshian band. That evening Greg sat by my campfire and grilled salmon filets for both of us.

During the weeks that followed, Greg and I became staunch friends. We canoed, hiked, prospected, and camped as a team. I learned that he had worked in various mills and mines to pay his way through college. His hands still bore calluses from that work. He was now a graduate student in mineralogy, and spent his summers at placer gold deposits along drainage systems footing British Columbia watersheds. We were both on the way to prospect Babine tributaries when we met.

Night after night, until the black frost of October drove us toward civilization, we sat by the campfire and talked. Gradually Greg told me the remarkable true story of his devotion to a threatened pack of timber wolves, a story that included his search to relocate the amazing female wolf-pack leader, known as Náhani, whose unusual company he had first enjoyed in the summer of 1964. His compelling

AUTHOR'S NOTE

drive to find the wolf and her pack before trappers and bounty hunters could destroy them reached unique proportions. His fascination for the wolf often took him to the brink of disaster.

I asked Greg's permission to write down his story, and he agreed. He had kept a log in which he listed events in chronological order, and a diary in which he entered his personal feelings and reactions. He allowed me to draw freely on both.

In order to protect the privacy of living individuals and to protect Náhani—who is still very much alive—certain place names and locations have been changed, and various encounters between humans have been slightly altered. However, none of the facts of Gregory Tah-Kloma's adventures with Náhani and her wolf pack have been changed. They are as he told them to me.

Robert Franklin Leslie
March, 1974

There is a pleasure in the pathless woods.
There is rapture in the lonely shore,
There is society where none intrudes . . .
I love not man less, but nature more.

—George Gordon, Lord Byron

In the Shadow of a Rainbow

Náhani of Nakinilerak

Along the southern belly of British Columbia's north-central wilderness stretches the lake country. Narrow troughs of water up to 130 miles long wind through the canyonlands and resemble wide, gentian-blue belts—their names are Babine, Takla, Tchentlo, Trembleur, Stuart, Nakinilerak, and fifty more.

The longest of these southern "belly" lakes, Babine and Takla, lie in trenches between the Babine Range to the west and the Hogem Range to the east. A knifely Bait Range separates these two lakes. Through a broad glacial canal at the Bait's southern terminus, a series of five smaller lakes, the basin tarns, drain through short creeks that feed Takla.

An ancient Indian trade trail through the Babine-Takla region connects several primitive mountain settlements,

often fifty miles apart. The route skirts the upper beach of Friday Lake, northernmost of the five basin tarns. A narrow flume drains Friday into Nakinilerak Lake. Of a winter the trade trail serves aged Carrier Indian trappers who follow ax blazes on the hemlock trunks high above seasonal snow line. Of a summer, possibly half a dozen die-hard sordough prospectors may dream their way along this obsolete footpath, but no agency maintains or supervises the uninhabited route.

Seven miles south of the old trade trail, a short morning's hike by game runs, lies Nakinilerak Lake, a wilderness gem five miles long, half a mile wide.

In a clump of Sitka spruce and quaking aspens, Gregory Tah-Kloma's campsite straddled a breezy, bug-free peninsula near the lake's intake flume. The year was 1964. About two months remained before a late September or early October snowstorm would hurl him back over the archaic trade route to the totem-pole settlement of Hazelton, where he had left his station wagon with a friend. Prospectors cursed that sixty-mile trek between Friday Lake and Hazelton as a backbreaker, full of deadfalls, winddowns, devil's-claw, icy fords, and landslides. But Greg wasn't worried. His pack would be lighter because he would hide his tools at the "diggins"; his food supply would be exhausted; he would throw away his dirty clothes. Much of the route would skim downhill, paralleling the right bank of the Suskwa River.

During the first ten days of July, Greg had panned the stream bed between Friday Lake and his campsite. Thousands of years ago receding Ice Age glaciers had deposited pockets of placer gold nuggets the size of pinheads

—and smaller—along bedrock riffles beneath everything from a two-foot overburden of glacial mica up to mountainous moraines.

One morning shortly after breakfast Greg sat rocking back and forth on a driftwood log near his campfire. He liked to finger the two pounds of "dust" he had accumulated in a canvas bag—a bonanza to supplement his winter salary at the refinery near Prince George. If gold came in any other color, he reflected, nobody would prize the metal half as much. Chimmesyans say, "Gold is sunshine stored in a rock."

As he zippered his precious loot into a rucksack side pocket, he noticed a man trudging up the beach from Nakinilerak's *southern* end.

From a distance the stranger appeared middle-aged. Probably a Carrier, Greg surmised, by the way the man stooped under a tumpline basket tote. Plainly bushed after his long cross-country journey, he leaned heavily upon an alpenstock every four or five steps. With a carbine balanced and clutched at the breech, the man's left arm swung like the shank of a pendulum.

Greg tried to imagine what the Indian had been doing afoot in that stony wilderness south of Nakinilerak Lake—maybe he, too, was a prospector, maybe a bounty hunter.

"Good morning, sir!" the stranger said as he shuffled up to the smoky campfire. His buck-toothed smile reminded Greg of cartoons depicting friendly beavers. "My name is Eugene Charley. You have been here long?"

Before giving Greg a chance to answer, he quickly explained that he had been visiting relatives and hunting

wolves on lower Takla Lake. He belonged to the Carrier band. (Because of French language influence, Canadian Indians generally say "band" instead of "tribe.")

"I came before the Moon-of-Walking-Thunder," Greg said. To an Indian that meant early July, because the full moon occurred on the twenty-fourth in 1964. "I'm Chimmesyan—part Haida, part Tsimshian."

"You must be gulch-happy. What about *Náhani*? Have you seen her?" As Eugene Charley pronounced the name, he raised his upper lip like a nickering mule. He lowered the lever of his Winchester to check the chamber. The sun shot a brassy glint off a breeched cartridge rim.

Greg urged the man to sit down on the log and remove his heavy pack, the weight of which he bore by the tump-line strap across his deeply grooved forehead. He grinned when Greg offered him a cup of coffee and a pipe stoked with India House tobacco.

"Who is *Náhani*?" Greg asked.

Charley spat into the fire. "You say *Náhani*," he said. "Accent on the *Ná*."

"I don't give a rusty damn how you say it. Who the devil is *Náhani*?"

"The great silver she-wolf. Queen bitch of the deadliest wolf pack in all Canada. Is this *Nakinilerak* or Friday?"

"*Nakinilerak*."

"They den somewhere near here. I've studied them for a year or more, ever since a sweet price was put on *Náhani*'s head. Those wolves are hunting somewhere south of here. I wish to hell I knew where. When they come back, they'll gnaw your Chimmesyan bones. *Nakinilerak* is where they winter." With a speculative squint he probed Greg's expression for a reaction.

"Why should anybody be afraid of wolves?"

"Are you armed?"

Perhaps Eugene Charley suspected a rich "poke" of gold. While he smoked, his glance kept shuttling between Greg's gold pan and trench shovel.

"I'm prepared to defend myself," Greg said without admitting that he carried no firearms. He considered everyone trustworthy until proven otherwise; but this Eugene Charley somehow seemed to speak from two faces. "Tell me more about your *Náhani*, whose name you pronounce with such reverence."

"*Náhani* means 'one who shines.' Carriers call her Silver Skin. Color, you know. She's too gutty for a timber wolf—and too damned big. Eight, maybe ten years old. She leads twenty, maybe thirty killers. Who knows? Nobody ever gets a shot at that pack. She can smell a gun a mile away. Livestock killed, traps emptied, and now lately *people* have disappeared. When they raise the bounty enough, I'll bring her down. You'll see."

Greg concealed his relief when Eugene Charley declined an invitation to rest the day and night. He was headed for Pendleton Bay on Babine Lake. Carriers had to hurry, otherwise the lumber mill would hire Tsimshians to peavey summer-felled logs into the dog-chain lifts. Instead of following the trade trail between Takla and Babine lakes, Charley was short-cutting the route through the brush in order to save time and miles "and maybe bring in a skin."

"I'll guarantee you a horrible death if you stay here," he said as the two men shook hands. "*Náhani*'s phantom *renégats* will eat you alive!"

"Weasel words!" Greg said aloud. To himself he thought: small-bore talk from a Carrier with a forked

tongue, a bounty hunter who builds bad reputations around predators in order to get local authorities to hike the rewards.

Nevertheless, Eugene Charley's brief visit set in motion an exciting new trend of thought. Greg's past experience with wolves attested that Náhani and her "phantom *renégats*," if they existed other than in rum-soaked Carrier imaginations, weren't as dangerous as Charley claimed—unless, of course they were indeed demented renegades, possibly an entire pack infected with sylvatic rabies, blindly revenging themselves against man. He remembered that a leading Canadian newspaper had for years published an offer: a substantial cash payment for any documented record of a wolf having attacked a human being without provocation. No one ever claimed the money. That thought was consoling on a dark and rainy night—yet rabies fell consummately into the category of provocation.

Lesson 20

The Trial Manuscript and Certification

Upon completion of Lesson 19 the student has been introduced to all of the rules of literary braille. In order to demonstrate that the rules have been mastered and to achieve national certification, the student is now asked to prepare and submit a manuscript to the Library of Congress.

20.1 In General

The certification manuscript must consist of at least thirty-five full braille pages, including preliminary pages, taken from a general reading book. Several partial pages adding up to twenty-five braille lines count as one page. If a transcription includes a dedication page that contains less than twenty-five braille lines but all other pages are full, thirty-six braille pages must be submitted.

Just as with the lessons in this instruction manual, the manuscript must be prepared using a braillewriter, a slate and stylus, or a computer using a direct-input braille program. Manuscripts prepared using translation programs, where the material is typed in, are not permitted.

This is a test of the rules of literary braille format. Consequently, a manuscript prepared using textbook-style pagination will not be accepted.

All manuscripts must be submitted in single-sided embossed form. Interpoint (braille on both sides of the page) will not be accepted, nor will computer disks or simulated braille. If the copy has been produced on a computer and embossed, remove all sprocket strips, separate and collate the pages, and remove all blank pages. The manuscript should be submitted so that it is ready to read. It is not necessary, but it may be bound with a spiral binding. Thermoformed copies of the manuscript will not be accepted. It is highly recommended that, if possible, the student keep a thermoformed copy of a manuscript that was prepared on a braillewriter.

A copy of the print book used for the certification manuscript, or photocopies of the pages transcribed including all of the preliminary pages contained in the print copy, should accompany the manuscript. The print copy will be returned along with the evaluation report and the original braille pages.

20.2 Choosing a Book for the Manuscript

The book selected for the manuscript should not be so technical in nature that the student must concentrate on technicalities rather than on producing neat and accurate braille. On the other hand, it must not be so rudimentary that it does not present average vocabulary and sentence structure. The book chosen for the manuscript *must contain a table of contents* and use a level of vocabulary approximately equal to a high school text.

The manuscript should resemble a complete braille book as closely as possible. It should be transcribed using a 40-cell braille line and a running head. When the required number of pages have been transcribed, end at a logical place such as at the end of a

paragraph. Points will be deducted if the manuscript ends in the middle of a sentence. The words **THE END** should be placed on the last page in the prescribed manner.

20.3 Structuring the Book

Structuring is the term used for carefully perusing and making decisions as to how to handle the basic braille layout of the book. It is very important that this be done for every book before starting to braille. Structuring ensures consistency throughout a braille version. When structuring the book that you have chosen for the manuscript, look for such things as dialect, special typefaces, foreign words and phrases, quoted material, preliminary page setup, headings, graphs, tables, etc. Decide how you are going to handle each item *before* you start to braille. Also decide upon the running head and centered or cell-5 headings. If there are items in the book that you are not comfortable with, such as maps or flowcharts, choose a different book for the manuscript.

20.4 Beginning Pages

All pages at the beginning of a book, such as a dedication, acknowledgments, preface, author's note, foreword, table of contents, introduction or prologue, should be included in the braille transcription—with one exception. None of the items discussed under 19.2(g) *Cover/Jacket Material* are to be included in the manuscript.

The title page should be prepared following the instructions in Lesson 19 with each line centered. After certification, future title pages should be prepared at the direction of the agency for which the transcriber works.

If the student is affiliated with a transcribing group, that group's name is listed on the title page, as shown in the example in 19.2b. If the student has no group affiliation, only the transcriber's city and state are listed.

Because the manuscript is a facsimile of a complete book, place the words **In One Volume** instead of Volume 1 on the title page. The contents page should contain only the chapters and pages that actually appear in the thirty-five pages of the manuscript. Do not braille the entire table of contents.

A special symbols page and a transcriber's notes page should be included if appropriate.

20.5 Hyphenation

Although some agencies no longer require that words be divided between braille lines, maximum use of the braille line is expected in the manuscript, and therefore words should be divided. Use a dictionary or speller/divider no more than ten years old to check for proper syllabication. If an unusual proper name cannot be found in a dictionary or a listing of biographical names, it is best not to divide it between lines. Carry the entire name to the next line. This should be explained in the letter to the evaluator (see *Letter to the Grader*, below). Refer to 2.5a for general guidelines regarding hyphenation.

20.6 Accuracy and Neatness

A high degree of accuracy and neatness is expected of the student in the preparation of the certification manuscript. Accuracy includes a thorough and exact reproduction of the print text with respect to wording, spelling, punctuation, the correct formation of braille characters, the proper use of contractions, the correct application of all rules of braille transcribing, the proper division of words, and the use of correct braille formats. Neatness includes uniformly clear dots, evenly spaced lines, and the absence of extensive or poorly made erasures. If an error has been made in page numbering, the appropriate pages must be repeated. Manuscripts containing a repetition or omission sign will not be accepted.

Omission or repetition of part of the text is undoubtedly the most serious error that can occur because it results in material that is often incomprehensible to the reader. As such an error is most likely to occur when the same word or words appear on two consecutive print lines, you are cautioned to guard against losing your place in the print copy, thereby either omitting the second line or repeating the first line.

20.7 Erasures

If the grader of the manuscript can feel an erasure, it will be counted as an error. Therefore, erasures should be resorted to only rarely. Follow the directions for erasing as presented in the *General Course Instructions* at the beginning of this book.

20.8 Editing

It is the job of the transcriber to duplicate the print copy as faithfully as possible. The transcriber is in no sense an editor and should not seek to substitute his or her judgment for that of the author as to what constitutes correct usage. This is especially true for capitalization, punctuation, and hyphenation — where there is wide variation in practice among writers and publishers. The author must be permitted his idiosyncrasies in such matters. George Bernard Shaw often used simplified spelling and omitted periods after many abbreviations.

There are occasions in print (just as in braille) when errors do occur, and these the transcriber should correct; however, this should be done with great circumspection. In correcting spelling, for example, be sure that what is shown is not simply an alternate or archaic spelling. For example, in the sentence, *Teh farmer sold his milch cows*, it is clear that the *e* and *h* in the word *the* have been reversed and should be corrected. However, although the word *milch* is archaic, it was the author's choice and should not be changed to *milk*.

20.9 Proofreading

The certification manuscript should be the work of the student and no one else. While preparing the manuscript, the pages should be proofread as they are brailled. After brailing seven to ten pages they should be proofread again. When the manuscript is finished, it is suggested that it be left alone for at least a week. The final proofreading, after the student has had a rest from the material, should expose any remaining errors. If

the manuscript is generated by a computer, the pages should be carefully proofread *after* embossing.

The work *should not* be proofread by anyone other than the student. The trial manuscript is a test of the student's knowledge and ability, not of anyone else's proofreading skills.

20.10 A Letter to the Grader

A letter, in braille, to the grader from the student should accompany every manuscript. In the letter tell the grader what dictionary was used as well as anything unusual that was encountered in print such as format irregularities or unusual foreign names. If dialect was encountered in the print, if the student made an "educated guess" and divided a word that could not be found in a dictionary, or if any editing (see *Editing*, above) was done, these things should also be explained. Do not include these explanations on a transcriber's notes page. The letter is not to be counted as part of the thirty-five-page manuscript. Points will not be deducted for errors in the letter.

20.11 Mailing the Manuscript

Instructions for mailing the manuscript are on page xvi of the General Course Instructions.

20.12 Grading

The following system for grading manuscripts has been adopted. A perfect manuscript will be given a grade of 100. A grade of 80 is required for certification. The list below shows how points will be deducted for errors. If the same error in the use or omission of contractions or in word division occurs consistently with respect to the same word, it will be counted only once. Format errors may sometimes be counted together as a single error. Otherwise, each error will be counted separately.

Errors and Points

Contractions omitted or misused:	2
Characters misformed (including added or omitted dots):	1
Incorrect division of words:	2
Letters inserted or omitted:	2
Text omitted or repeated:	3
Spacing errors:	2
Format irregularities:	2
Omitted or inserted punctuation or composition signs:	2
Erasures, if detected:	2

If the score on the first manuscript is between 75 and 79, the student will be asked to submit a second manuscript of twenty-five pages. If a successful score has still not been reached after a third try, the student is directed to wait twelve months and retake the transcribing course before submitting a final fourth manuscript.

20.13 Appealing the Test Results

If a student feels that points were deducted erroneously, a print or braille letter should be sent to the head of the Braille Development Section, National Library Service. Along with the letter, send the pertinent braille pages of the manuscript and the corresponding print pages.

20.14 Certification

Upon successful completion of the manuscript, a *Certificate of Proficiency in Braille Transcribing* signed by the Librarian of Congress and the Director of the National Library Service for the Blind and Physically Handicapped will be awarded. Library of Congress certification is a symbol recognized worldwide and something to be very proud of.
GOOD LUCK!

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